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ABSTRACT

This booklet gives a general description of all aspects of the educational system in Taiwan. The aims of Chinese education are stated, reforms are discussed, and the school system is described. Data on the number of schools, student enrollment at each level, and educational finances are provided. This pamphlet is an updating of the statistics given in the January, 1971 publication (SE 014 754). (DT)

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EDUCATION IN TAIWAN PROVINCE

REPUBLIC OF CHINA

DEPARTMENT OF EDUCATION TAIWAN PROVINCIAL GOVERNMENT JANUARY 1972

SE 014 755

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EDUCATION
IN
TAIWAN PROVINCE

Department of Education
Taiwan Provincial Government
Republic of China
January 1972

THE AIM OF CHINESE EDUCATION

Education in the Republic of China, in accordance with The Three Principles of the People, aims at the enrichment of life for the citizen, assistance to the growth of society, development of the nation's livelihood, and the ensurance of continuity to national life, whereby national independence can be achieved, civil rights extended to all, and national welfare made bountiful, so that the nation can help realize an ideal world for all humanity where harmony and equality prevail forever.

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GENERAL DESCRIPTION

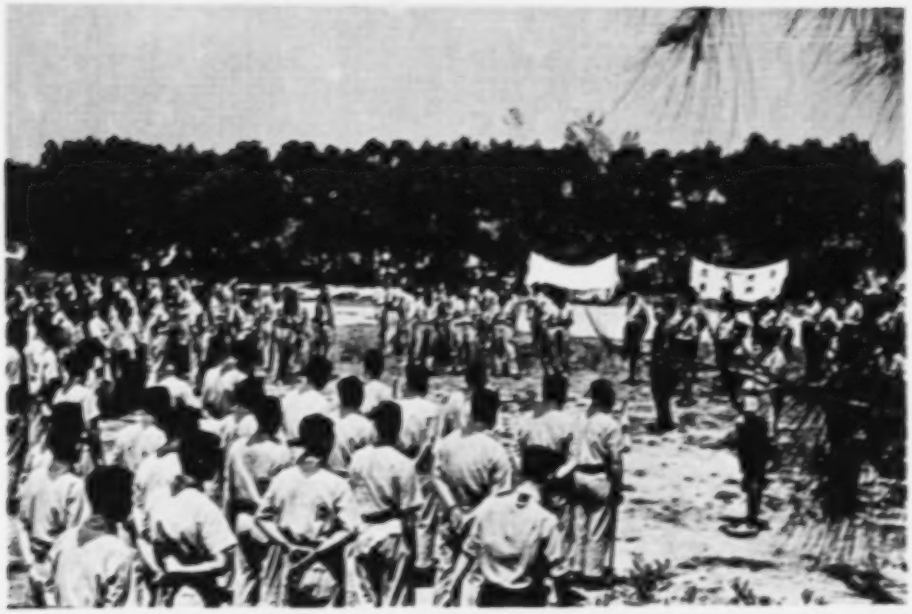
As prescribed in the Chinese Constitutions, educational and cultural services shall develop in the citizens national characteristics, democratic spirit, traditional morality, good physique, scientific knowledge, and the ability to earn a living.

The aim of Chinese education is , in accordance with the Three Principles of the People, the enrichment of life for the citizens, assistance to the growth of society, development of the nation's livelihood, and the ensurance of continuity to national life, whereby national independence can be achieved, civil rights extended to all, and national welfare made bountiful, so that the nation can help realize an ideal world for all humanity where harmony and equality prevail forever

Accordingly, Dr. Sun Yat-sen's Three Principles of the People are the highest guiding principles for the development of Chinese education. In essence, they are ethics, democracy, and science. In outward form they emphasize freedom, equality, and universal love. As the government decided to extend the universal free education from six to nine years in the school year of 1968, a Presidential directive about the key-points of educational reform was issued on February 1968 to the effect that, before the nine-year universal free education program could be put into operation, it was necessary for us thoroughly to reexamine our policies, system, and practice in education in the past decades on the basis of the educational thought of Dr. Sun Yat-sen—ethics, democracy, and science; and, amend with the resolution to start anew and build from the ground up to institute a new kind of education that would be active and dynamic, sensitive and infused with a sense of construction a new education that could be the means of pragmatic renovation of our society.

As guided by the above-mentioned principles, education in the province has been wholly reformed simultaneously with the implementation of the nine-year universal free education program.

Governor Chen, accompanied by Commissioner Pan, presided over the opening ceremony of the hand-ball contest



The renovation of all categories and all levels of education in the province is comprised of the following major points other than those of a general nature, such as upgrading the quality of teachers, betterment of school facilities, and improvement of teaching methods.

(1). **Educational Administration:** Reform in this area is concerned with the strengthening the organization of local education administration, the establishment of the independence of the educational personnel system, and the firm establishment of the responsibility of guidance teachers, of principals, and of supervisors. In this strengthening of the organization of local education administration, the local education agencies in the province have been raised to the status of bureaus, their

One of the principal aspects of educational renovation is the personnel system. PDE set up a system of selection, training, and appointment for local educational inspectors and section chiefs of the local Education Bureaus.

Above: scout activities – one of the pre-service training courses for public middle school principals.

Below: The representative of the trainees in the pre-service training for the local educational supervisors and section chiefs expressed a cordial response to the congratulatory address at the graduation ceremony.

organization expanded and functions broadened. To meet practical needs, it is also planned that the Provincial Department of Education make adjustments in its organization. To establish an independent educational personnel system, personnel regulations have been set up to govern the selection, appointment, and transfer of the supervisors, the section chiefs of the local education bureaus, and the principals of the public middle and elementary schools. To enforce the three lines of responsibility means to encourage teachers, principals, and supervisors to do their job to the utmost of their ability.

(2). **Higher Education:** Reform in higher education aims at promoting the balanced development of natural science and the humanities and social science, setting up more research institutes to enable promising young men to pursue advanced studies, creating additional departments at colleges and universities to meet the needs of national reconstruction.

(3). **Senior High School Education:** Senior high school education bridges the gap between the college education and univereral free education. It should be useful preparation for higher learning. To achieve this, the prevailing entrance examination, evaluation of students' achievement, and curriculum standards should be improved, and teaching should emphasize the devlopment in students of independent thinking, creativity, and aesthetic capacity and the improvement of their sense of responsibility to society and the nation.

(4). **Vocational Education:** Vocational schools financed by local government were all converted into provincial schools. All vocational schools, public or private, were reorganized as senior vocational schools. In 1989, an industry-school cooperation program on an experimental basis was initiated in a few vocational schools. This new type of class will pave the way for the development of vocational education. To meet social developmental trends and the needs of economic reconstruction, vocational education will give priority to the development of senior technical schools and fishery schools.

(5). **Public Middle School Education:** The public middle school is a new school system resulting from the nine-year universal free education program. Functionally, it differs from the previous junior high school in that public middle school is concerned with preparation for both employment and further schooling, while the junior high school puts stress on academic training. Since public middle school education is the extension of compulsory education, it is of decisive importance to increase school attendance.

(6). **Primary Education:** In order to improve elementary education in connection with the extension of compulsory education, the Provincial Department of Education has taken several measures. Early in 1970 the Department of Education, after reviewing the progress of elementary education in the past and estimating its further development, formulated a 15-point plan for the reform of elementary education, i.e. long-term plans of development for schools, enforcement of life education, improvement of supervision, strengthening of science teaching, improvement of guidance in pupils' homework, and development of exceptional education. It is expected that the improvement of elementary education will serve as a foundation for over-all educational reform.

(7). **Social Education:** Social education aims at development of good social morals and improvement of the life of the people both spiritually and materially, by means of strenthening art education--music, fine art, folk dance, and drama, developing physical education for all, strengthening suplementary vocational education, promoting remedial education, and furthering the Chinese cultural renaissance movement.

Education is the root of any country. The Province of Taiwan, a part of the Republic of China, is at present the base of national restoration. Education in the Province will play a vital role in the enhancement of our enduring Chinese culture, training the talent needed for national re-construction, and preparing a reserve of capable junior personnel for national restoration.

Delegates of the International Pen Association visited educational institutions in the province.

THE PREVAILING SCHOOL SYSTEM

The prevailing school system is divided into four levels, namely, pre-school education, primary education, secondary education, and higher education.

(1). *Pre-school Education*

The institution conducting pre-school education is kindergarten, which admits children of 4-6 years old for one or two years and engages them in activities to improve their health and nourishment. Whether children attend kindergarten or not depends upon the decision of their parents. As prescribed, kindergartens may be set up independently or affiliated with elementary school.

(2) *Primary Education*

Primary education is the the first stage of universal free education. The institution responsible for primary education is the elementary school. It admits children of 6-12 years old.

As prescribed, nine-year universal free education is divided into two stages. The first six-year is designated as elementary school and the later three-year as public middle school. Although they are two different levels in the school system, they are integrated in curriculum organization.

(3) *Secondary Education*

Secondary education was originally divided into two stages: lower secondary school and upper secondary school, each with a duration of three years.

Lower secondary school includes junior high school and junior vocational school. The former was converted into public middle school and the latter into senior vocational school.

Upper secondary school includes three categories of school, that is, senior high school, senior vocational school, and normal school.

(A). Senior high school: All the senior high schools except the private schools are administered by the provincial government.

Private high schools may be either senior high schools or complete high schools that have both senior high and junior high classes. But, the curriculum and teaching of the junior high department in the private high school must be the same as those of the public middle school.

(B). Senior vocational school: There are two types of vocational school. One is 3-year vocational school and the other 4-year. Both of them admit students graduated from public middle school.

(C). Normal school: Normal school admits students graduated from public middle school for three years of training. A special program admits students from senior high or vocational school for one year of training: In order to upgrade the quality of teachers, all the normal schools have been converted into five-year junior teachers' colleges.

(D). Supplementary school is divided into two levels: Intermediate and Upper. The former corresponds to public middle school and the latter to senior high school.

(4) *Higher Education*

(A). Junior college, special programs and practical skill divisions of college admit students graduated from senior high or vocational school for two to three years of study.

(B). Five-year junior colleges admit graduates from public middle schools and offers them a five-year training program.

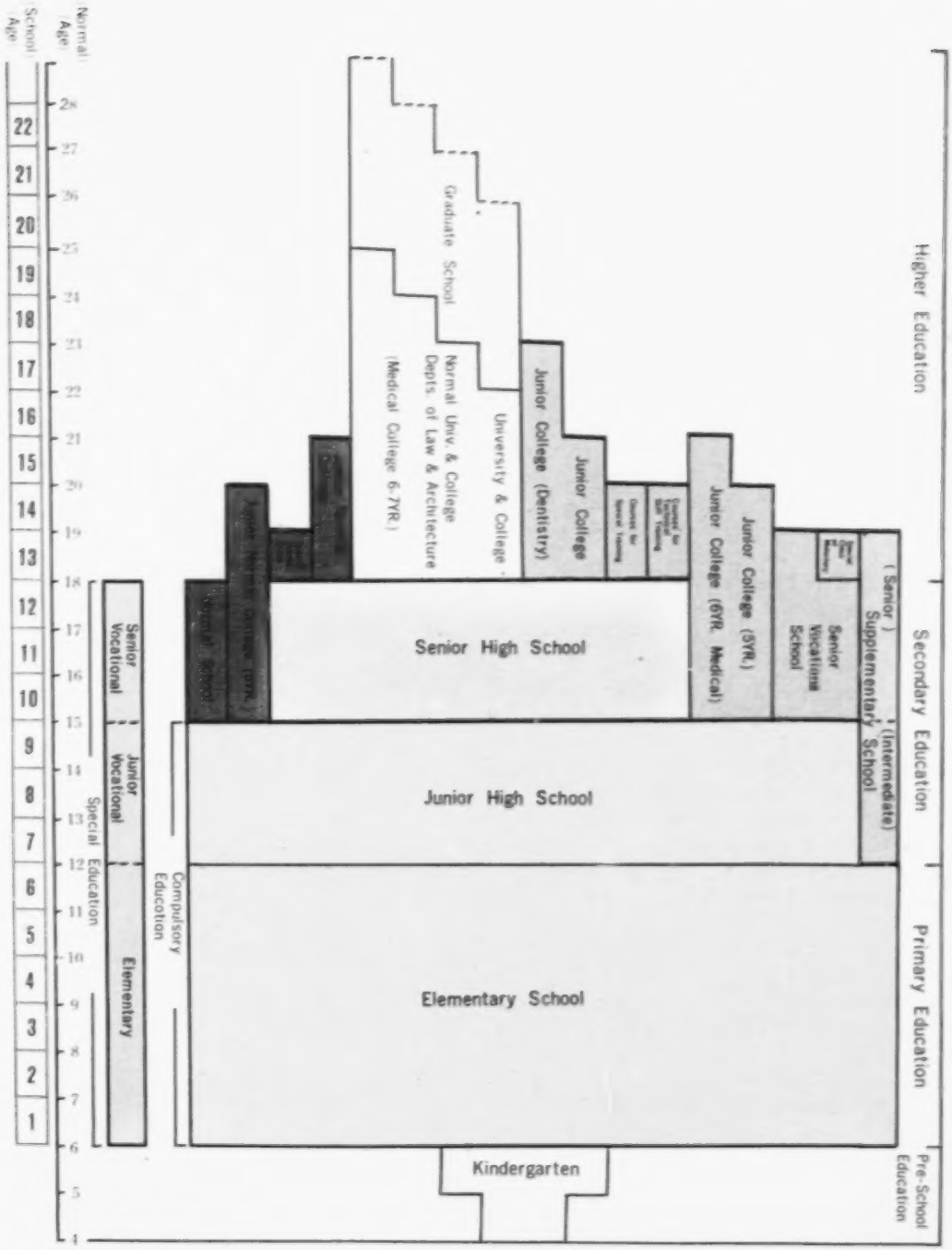
(C). University requires four to seven years of study. College and university usually require 4 years; normal university requires one additional year of teaching practice, and medical college 4 to 7 years (including internship). For the purpose of upgrading the quality of the college graduates, residence requirement for certain profession areas or certain departments or divisions may be extended to five years.

(D). The Master's degree program admits college graduates with a bachelor's degree. Two years of residence is minimum. After completing his studies satisfactorily the student is recommened as a candidate for master degree by the school. The degree is conferred only when the candidate passes the examination for the degree and is approved by the Ministry of Education.

(E). The doctoral degree program admits students with a master's degree. Two years of residence is minimum. The student who has completed his studies satisfactorily is recommended as a doctoral candidate to the Ministry of Education, and he is granted a doctoral degree by the Ministry of Education only when he has passed an examination given by the Ministry.

Additionally, there are schools conducting exceptional education for the blind, the dumb, and the handicapped. Schools set up elementary departments, junior vocational departments, and senior vocational departments, respectively corresponding to elementary schools, junior vocational schools, and senior vocational schools.

THE PREVAILING SCHOOL SYSTEM



EDUCATIONAL DEVELOPMENT

Education is an effective means of upgrading the quality of man-power resources, promoting economic growth, and improving the life of the citizens. In order to accelerate the development of human resources, the government has been much concerned with the development of education, culture, and science, particularly since the extension of universal free education in 1968. On the other hand, owing to social stability and economic prosperity as well as the influence of the traditional culture,people wish their children to receive longer and higher level education. These are the factors to which the rapid development of education in Taiwan may be attributed. The quantitative growth of schools of the various levels in the past seven years from 1964 to 1970 is cited to show the trends of educational development as follows:

(For the purpose of making accurate comparison, figures cited in the following categories represent the whole Taiwan area, that is, including Taipei Municipality, which was a city under the jurisdiction of the Province before July 1968.)

(1) **Colleges and universities:** The number of collegiate schools has increased from 41 to 92. The number of students has increased from 64,010 to 203,473. The rate of increase in the number of students is 277 percent.

(2). **Secondary schools:** The number of schools has increased from 521 to 873, and the number of students from 593,109 to 1,149,529. The rate of increase is 94 percent.

(3). **Elementary schools:** The number of elementary schools has increased from 2,072 to 2,277 and the number of pupils from 2,189,127 to 2,428,585. The rate of increase is 11 percent.

(4). **Kindergartens:** The number of kindergartens has increased from 330 to 356 and the number of pupils from 74,807 to 91,440. The rate of increase of pupils is about 22 percent.

(5). **Supplementary schools:** The number of supplementary schools has increased from 63 to 164 and the number of students from 26,186 to 93,318. The rate of increase of students is 256 percent.

(6). **Schools for the blind, the dumb, and the handicapped:** The number of these schools has increased, from 3 to 5. The number of the students has increased from 1,774 to 2,666. The rate of increase of students is about 50 percent.

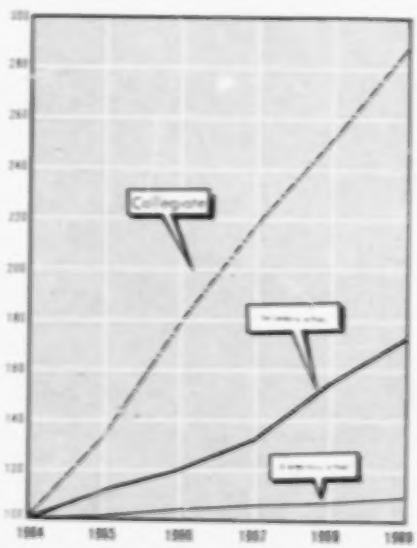
According to the above statistics, the total enrollment figure for 1964 was 2,949,017 students and for 1970 was 3,969,009. The increase rate is 34 percent.

The attendance rate for elementary school age children was 96.8 percent in 1970 and 97.9 percent in 1969. The attendance rate has increased about 1.1 percent.

The ratio of student population to the whole population was 2,949,017 in 1964 and 24.06 percent. In 1970 it was 3,969,009 and 27.04 percent. The ratio increased was 2.98 percent.

As shown in the above statistics, education in Taiwan has grown rapidly during the past seven years. In terms of the growth rate of enrollment, college ranks first, next comes supplementary school, then follow in order secondary school, exceptional education school, kindergarten, and elementary school.

Index of increase in number of students of various levels



This trend indicates that an increasing number of students aspire to continue their education after graduation. The following table shows the ratio of students continuing their education after graduation:

Ratio of Students Continuing Their Education after Graduation

School year	Ratio of elementary school graduates continuing education			Ratio of junior high and vocational school graduates continuing education			Ratio of senior high and vocational school graduates continuing education		
	Number of graduates in the previous year	Number of new entrants of jr. high and vocational sch.	Percentage	Number of graduates in the previous year	Number of new entrants of sen. high and vocational sch.	Percentage	Number of graduates in the previous year	Number of new entrants of collegiate sch.	percentage
1964	309,057	159,812	51.71	88,803	71,412	80.42	19,367	15,041	77.66
1965	313,845	170,612	54.36	102,000	87,428	85.71	24,981	16,919	67.73
1966	325,076	179,427	55.20	119,066	94,117	79.05	28,245	18,331	64.90
1967	344,198	203,024	58.98	126,800	103,238	81.42			
1968	359,192	264,724	73.70	138,164	119,112	86.21	37,086	25,069	67.60
1969	349,269	264,381	75.70	155,216	127,143	81.92	41,758	28,921	69.26
1970	373,812	293,853	78.61	196,970					

Remarks: Figures in the table include the whole Taiwan area.

As the figures in the table show, the percentage of elementary school graduates going to junior high or vocational schools is rather low as compared with that of the other two educational levels who continued their studies. Since the extension of universal free education in the school year of 1968, the ratio has risen to 73.70 percent, and, in 1969, 75.70 percent of the elementary school graduates went on to attend public middle schools. It is believed that attendance of public middle school will become higher and higher and eventually surpass the ratio of the other two educational levels.

As to the density of schools, on the average, every 6 square kilometers there is an elementary school, every 72 square kilometers a public middle school, every 106 square kilometers an upper secondary school, every 395 square kilometers a collegiate school, every 104 square kilometers a kindergarten, and every 283 square kilometers a supplementary school.

The followings are the comparisons of the number of schools and the number of students between 1969 and 1970 school year (Taipei Municipality excluded):

(1). **Collegiate schools:** In 1969 there were 74 colleges and universities with a total enrollment of 124,340 students. In 1970, 75 collegiate schools with a total enrollment of 138,577 students, an increase of one school and of 14,237 students. The rate of increase of students is 11.45 percent.

(2). **Senior high schools:** In 1969 there were 160 high schools with 125,627 senior high students and 59,969 junior high students. In 1970, there were 160 high schools with 137,512 senior high students and 59,525 junior high students. The number of senior high students increased 11,855 and the number of junior high students decreased 444. (Since 1968, the nine-year universal free education program has been put into effect and the provincial high schools have all been converted into senior high schools, and their junior high departments terminated without further admission of new students when present students are graduated. Therefore, the number of junior high studtents decreased. The increased rate of senior students is 9.13 percent and the decreased one of junior students is 9.92 percent.

(3). **Public middle schools:** In 1969 there were 455 schools with an enrollment of 547,660 students, and in 1970, 488 schools with an enrollment of 654, 214 students. There was an increase of 33 schools and 108,554 students. The number of students increased 8.34 percent.

(4). **Normal schools:** There were 4 normal schools with 447 students in 1969 and there was one school with 924 students in 1970. The number of schools was decreased by 3 but the students were increased by 477. (For the purpose of upgrading the quality of elementary school teachers, normal schools were converted into junior teachers' colleges annually from 1960 to 1967, and the prevailing 3-year training program terminated every year.

(5). **Vocational schools:** 125 schools with 123,671 students in 1969 and 129 schools with 137,969 students in 1970, an increase of 4 schools and of 14,298 students. The number of students increased 11.56 percent.

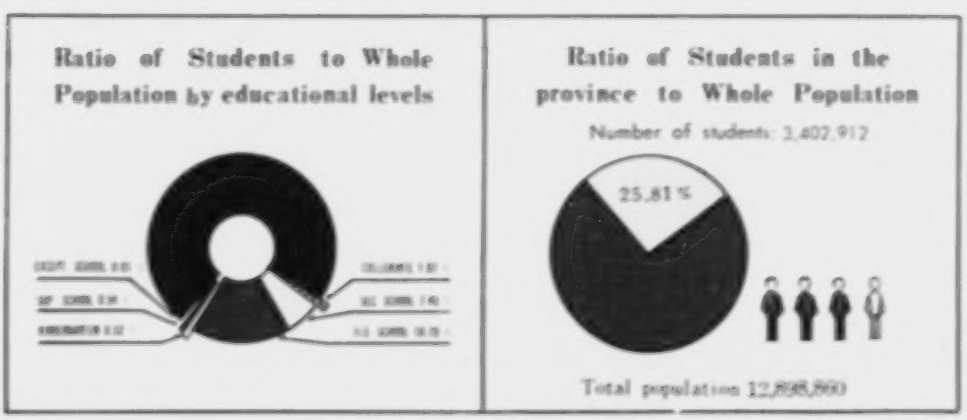
(6). **Elementary schools:** 2,148 schools with a total enrollment of 2,154,434 pupils in 1969 and 2,176 schools with a total enrollment of 2,165,645 pupils in 1970, an increase of 28 schools and of 11,211 pupils. The number of students increased 0.52 percent.

(7). **Kindergartens:** There were 256 kindergartens and a total of 66,775 pupils in 1969, and 259 kindergartens with 66,541 pupils in 1970. An increase of 3 schools and a decrease of 234 pupils. The number of pupils decreased 0.35 percent.

(8). **Supplementary schools:** 104 schools and a total of 53,790 students in 1969 and 136 schools and 69,653 students in 1970, an increase of 32 schools and of 15,863 students. The number of students increased 29.49 percent.

(9). **Schools of exceptional education:** 4 schools and the enrollment figure was 1,351 students in 1969 and 1,537 students in 1970, an increase of 186 students, i. e. 12.77 percent.

To sum up, the number of schools of the various educational levels is 3,330 and the number of students is 3,258,274 students in 1969, and 3,428 schools with 3,402,912 students in 1970. There was an increase of 98 schools and 144,638 students. The number of students increased 4.44 percent. The following figures show the ratio of students of various levels to the whole population in 1970.


Ratio of Students to Whole Population by educational levels
Ratio of Students in the province to Whole Population
Number of students 3,402,912
25.81 %
Total population 12,898,860

EDUCATIONAL FINANCE

(1). General Description

As prescribed in Article 164 of the Constitution, "expenditure for educational programs, scientific studies and cultural activities should not be less than 15 percent of the national, 25 percent of the provincial, and 35 percent of the city and the county budgets". This is the only item of governmental expenditure at the various levels definitely prescribed by the Constitution, It aims at making the government at the different levels pay proper attention to educational and cultural development, improve the economic environment for the people, and promote the people's knowledge and ability.

In practice, the provincial, the city, and the county government have alloted a much higher percentage of their annual budget than that prescribed in the Constitution, particularly in recent years.

During the past six years, the ratios of educational expenditure at the provincial and the local level to their annual total budgets are given as follows:

Educational Expenditure at the Provincial and the Local Level

(During 1966-1971 fiscal years NT$10,000-1971 Fiscal year)

Fiscal year	Provincial expenditure on education		County and city expenditure on education	
	Percentage of the total budget	Expenditure	Percentage of the total budget	Expenditure
1966	28.73	84,190	44.34	193,566
1967	29.99	91,353	45.79	219,591
1968	26.17	119,802	51.95	223,874
1969	31.47	137,864	53.23	272,312
1970	28.89	156,029	51.99	336,617
1971	28.67	178,841	52.61	407,686

As shown in the above table, provincial expenditures in education during the past six years decreased from 28.73 percent in 1966 to 28.67 percent of the total budget of the provincial government in 1971. However, the total expenditures in education have increased year by year. The county and city expenditures in education rose from 44.34 percent in 1966 to 52.61 percent of the total budget of the county and the city governments. It increased 8.27 percent. This suffices to show that the government has been much concerned with the development of education, science, and culture.

The educational expenditures of 1971 fiscal year (i. e. 1970 school year) at the provincial and the local levels are described in the following sections.

(2). Provincial Expenditures in Education:

Provincial expenditures in education are chiefly for provincial universities and colleges, provincial secondary schools, provincial social education institutions, subsidies to remote counties, and incentives to the private schools with outstanding attainment.

In the year under review, provincial expenditures in education reached NT$1,560,291,956, about 28.89 percent of the provincial total budget. Allotment of expenditures is shown in Table (1):

Provincial Educational Expenditures

(1) 1971 Fiscal year

Allotment	Expenditures	Percentage
Total	1,788,413,262	100.00
Administration, PDE	180,153,091	10.07
Higher education	399,162,439	22.32
Secondary education	545,487,441	30.50
Teacher education	759,458	0.43
Vocational education	406,668,104	22.74
Elementary education	63,659,120	1.32
Social education	92,420,696	5.17
Science education	14,657,800	0.82
Incentives for private schools	3,000,000	0.17
Free textbooks for elementary pupils from poor families in the remote areas	24,786,968	1.39
Miscellaneous	97,646,161	5.46

Remarks: (1) Elementary education includes only the affiliated elementary schools of the provincial junior teachers' colleges. For local elementary schools,see table(2)

(3). Cities' and Counties' Educational Expenditures:

City and county educational expenditures are chiefly used for public middle schools, elementary schools, and social education. Ever since the extension of universal free education to nine years was put into effect, public middle schools have greatly increased in number and all the counties but four cities have received subsidies from the central and the provincial government.

Educational expenditures at the city and county level in the year of 1969 amounted to NT$4,074,884,472. This accounted for 52.61 percent of the total city and county budgets. The allotment of the expenditure is shown in Table ②:

(4). Towns' and Villages' Educational Expenditures:

The expenditures of towns and villages are not great because financial resources are limited. Budgets for education are usually used as subsidies for local elementary schools and social education centers.

Educational expenditure of all the towns and the villages in the province amounted N.T. $115,116,911; that is 5.82 percent of the total towns and villages budget in 1969. Allotment of the expenditure is NT$114,211,318 for universal free education and NT$33,534,946 for social education.

(5). Educational Expenditures of Private Schools:

Private schools in the province range from colleges to kindergartens, but most of them are colleges and universities. Of the 75 universities and colleges in the province 51 are private.

In 1970 fiscal year, educational expenditures of private schools are shown in Table ③

(6). Provincial Expenditures on Education for Per Student:

Educational expenditure at the provincial level for each student of the different levels is shown as follows:

College student	N.T. $10,168
Normal school student	8,906
Vocational school student	4,516
Provincial high school student	3,112
Provincial elementary school student	1,656

County's and City's Educational Expenditure

②

Allotment	Expenditures	Percentage
Total	4,074,884,472	100.00
County government	85,382,699	2.10
Secondary education	1,663,885,602	40.83
Elementary education	2,124,455,933	52.14
Pre-school education	4,321,767	0.11
Social education	18,030,361	0.44
Others	178,808,110	4.39

Educational Expenditures of Private Schools, 1970

③

Category	Expenditure	Percentage
Total	887,856,915	100.00
Collegiate schools	506,037,073	57.00
High schools	211,607,499	22.45
Vocational schools	158,440,075	13.37
Elementary schools	3,416,690	0.95
Kindergartens	18,034,594	1.79
Academic supplementary schools	14,145,654	1.38
Vocational supplementary schools	32,845,010	3.06

HIGHER EDUCATION

(1) General Description

The purpose of universities is to offer advanced studies for training professional men. According to the prevailing statutes, a university may be set up separately colleges of arts, science, law, agriculture, engineering, business, medicine, and education. A university must consist of no less than three colleges. If this is not the case, it is regarded as an independent college, which may have two departments, e.g. college of science and engineering, college of arts and science, college of law and business, etc. Universities admit students graduated from senior high schools for a period of studies from four to seven years.

Universities and colleges may establish graduate schools, which admit students graduated with the bachelor degree from university or college for two years of advanced studies leading to a master's

New equipment for research

Electronics practice in Biology Department

Development of marine affairs and training of such personnel are the first mission of education today

degree. After getting his master's degree, a student may continue his advanced studies for a period of two years. Then if he passes the prescribed examination, he will be granted the doctoral degree by the Ministry of Education.

Junior college aims at teaching applied science so as to train technicians. According to admission requirements and the length of studies, junior college may be classified into two categories: two or three-year junior college and five-year junior college. The former admits students graduated from senior high school for two or three years of studies; the latter admits students from public middle schools or junior high schools for five years of studies.

Since 1968, the government has encouraged the junior colleges to set up departments of technical training in order to train more technicians. The department may offer various programs admitting students graduated from senior high or vocational schools for a training period of two years. A feature of the department is that it is required to be in cooperation with an idustrial corporation.

(2) *Quantitative Development*

In order to meet the needs of national reconstruction and to satisfy people's thirst for knowledge, during recent years the government has given particular attention to the development of

higher education. Expansion of collegiate enrollment is the fastest of all educational levels.

The followings are the figures of collegiate schools, students, and teaching staff in 1970. (not including Taipei Municipality)

Number of Schools: 75

Universities and colleges: 15. Of them 7 are administered by the government and 8 are private.

Junior colleges: 60. Of them 17 are governmental and 43 are private. (Most of the junior colleges admit students for the five-year program.)

Attached graduate schools of given universities or colleges: 29. Of them 21 are governmental and 8 are private.

Number of students: total enrollment: 138,577.

The enrollment of universities and colleges: 38,958 students. Of them 15,003 were enrolled in national and provincial universities and colleges, and 23,955 in private ones.

The enrollment in junior colleges: 71,722 students. Of them 7,031 were enrolled in two or three-year colleges and 64,691 in five-year junior colleges. Of the students enrolled in two or three-year programs 3,917 attended governmental colleges and 3,114 attended private colleges. Of the students enrolled in the five-year program 14,529 belong to governmental colleges and 50,062 belong to private colleges.

The number of students enrolled in departments of two-year technical training was 3,105. Of them 258 were in governmental junior colleges and 2,847 in private junior colleges.

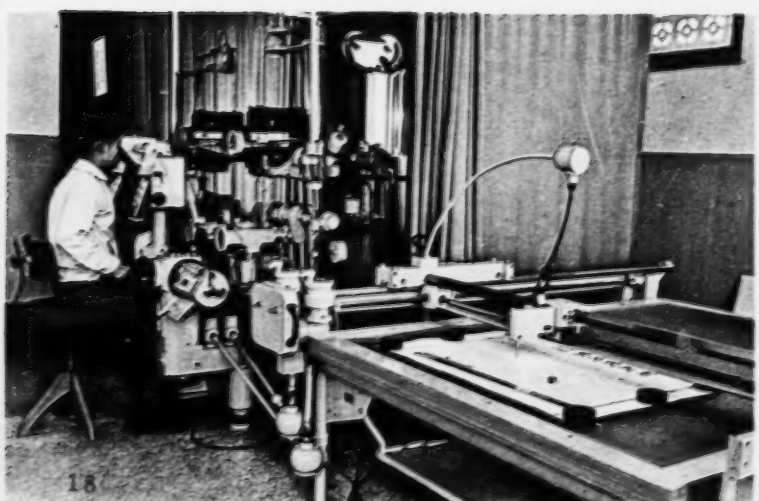
The number of students enrolled in the night divisions of universities and colleges was 24,213. Of them 12,755 were in governmental colleges and universities and 11,458 in private ones.

The number of students enrolled in graduate schools is 579. 24 of them took programs leading to doctoral degree. All the nine graduate students were enrolled in the governmental schools. For master's degree there were 555 students. Of them 483 were enrolled in the governmental schools and 72 in private schools.

Number of Teaching and non-teaching Staff: 10,014.

Students in the language lab

Thousands of promising youths come out of colleges every year.



College students employ new equipment for research in design.

The number of teaching staff: 6,265. Of them 3,044 were the faculty of governmental schools and 3,221 were the faculty of private schools.

The number of non-teaching staff: 3,749. Of them 1,362 were in governmental schools and 2,387 in private schools.

(3) *Principal Measures Taken:*

During recent years, the Provincial Department of Education has taken a series of well designed measures to improve higher education, of which the principal ones are as follows:

(A). To create new departments and to modify departments at colleges and universities so as to meet the needs of national reconstruction and the development of society. As the nine-year universal free education program was put into operation, a great quantity of teachers was needed. Some of the collegiate schools were authorized to offer optional courses in education or authorized to conduct pre-service training for public middle schools teachers.

(B). To develop private collegiate level schools not only in quantity but also in quality. Since the first private college was founded in 1951, private colleges have developed rapidly in quantity. There were 15 private colleges in 1961, and the number rose to 50 in 1969. The government has on the one hand enforced supervision of the competency of teaching staff and the enrichment of the teaching facilities of the private colleges and on the other hand granted awards or incentives as encouragement to the outstanding ones.

(C). To expand graduate schools with the purpose of strengthening research in advanced learning and science. In this area actions taken include i) the offering of more doctoral programs and setting up of new graduate schools, ii) improvement of the teaching staff and the research facilities, and iii) the raising of the amounts of stipends for graduate students.

(D). To set up deprtments of technical training in unior colleges for a period of two years training in order to train more technicians. In the 1968 school year, 13 junior colleges were authorized to set up such deppartments and to admit students. In 1969 four industrial corporations were authorized to set up four junior technical colleges.

(E). To encourage schloarly research. During recent years, the government has raised sufficient funds for collegiate schools to improve teaching, research, and practice facilities and has also encouraged the college teachers to do research. On the other hand, the government has tried to assist Chinese graduate students who have completed studies abroad to come back in the teaching profession and to invite Chinese scholars who are staying abroad and foreign scholars to come to Taiwan as visiting professors.

(F). To strengthen university extension. On the one hand, encouragement and assistance were given to colleges and universities and the research institutions to cooperate with production corporations so as to quickly promote research findings. On the other hand, night divisions of universities and colleges were to be expanded to admit more employed young men so as to enhance their knowledge and ability in their jobs.

(4). *Points of Present Efforts:*

(A). Balancing the development of the humanities, social science and natural science.

(B). Equalizing the quantitative and the qualitative development of higher education.

(C). Recruiting competent teachers for higher education.

(D). Strengthening cooperation between education and economic reconstruction activities.

TEACHERS' EDUCATION

Improving the quality and raising the standard of pre-service training of teachers.

(I) General Description:

Institutions for training teachers are all administered by the government. Students are all given allowances during the period of study. In recent years, in order to improve the competency of teachers, secondary and elementary school teachers were recruited in two ways: pre-service training and in-service training. To increase the flow of recruits into the teaching profession, the government has administered teachers' qualification examinations for those who wish to enter the teaching profession but fail to meet the educational requirements.

Pre-service training was entrusted to normal university and teachers' colleges. In-service training may be entrusted, if necessary, to universities in addition to teacher training institutions. Qualification examinations are administered by the standing committee on teachers' registration and certification.

(2). Pre-service Training:

(A). Secondary school teachers: Institutions that train secondary school teachers are the National Normal University, Provincial Kaohsiung Teachers' College, and the Department of Agricultural Education at Chung-Hsing University. In order to meet the need of public middle schools since the operation of the nine-year free education program, the Ministry of Education has instructed

National Taiwan University, National Cheng-Chi University, National Chung-Hsing University, and National Cheng-Kung University to set up optional courses in education for those students interested in teaching profession. A student who has taken 16 credits in educational courses will be qualified as a secondary school teacher.

In 1969, Normal University, Kaohsiung Teachers' college, and the Department of Agricultural Education have had 47 departments, totalling 239 classes with 9,539 students. These figures include:

Normal University: 37 departments (night division: 9), consisting of 196 classes (night division: 51 classes) with an enrollment of 7,780 students (night division: 2,341).

Kaohsiung Teachers' College: 9 departments (night division: 3) totalling 39 classes (night division: 10) with an enrollment of 1,605 students (night division:552).

Department of Agricultural Education, Chung-Hsing University: 1 department consisting of 4 classes with 154 students.

Graduates from ordinary colleges other than teacher training institutions have to receive short term pre-service training for 16 credits in education before they are formally appointed as teachers. Short term professional training is conducted at National Normal University, Kaohsiung Teachers' College, designated junior teachers' colleges, and the In-service Training Center for Secondary School Teachers.

College graduates who wish to become teachers and to teach a subject that is not related to their major field have to receive an academic training of 20 credits in courses of specialization in addition to 16 credits in education. This training is conducted by National Normal University, Kaohsiung Teachers' College, and designated universities.

Making a bulletin board

Making specimens

(B). Elementary school teachers: Elementary school teachers are trained at junior teacher colleges, which admit students from junior high or vocational schools for a five-year couase of study.

In 1970, statistics for junior teacher colleges were as follows:

Number of schools: 8

Number of classes: 185

Number of students: 8,106. (Boys: 4,090; Girls: 3,016)

In addition, four of the eight teachers' colleges offer a general program of teacher training, enrolling 741 students in 2 classes, 850 in 19 classes of special training (one-year).

(3). *In-service Training*

(A). Secondary school teachers: In-service training for secondary school teachers is conducted by National Normal University, Kaohsiung Teachers' College, and the designated provincial universities. Since the operation of nine-year free education, the number of secondary school teachers has greatly increased. In order to meet the urgent need of improving the competency of public middle school teachers, an in-service training center was established for the purpose.

(B). Elementary school teachers: An in-service training center for elementary school teachers was founded some 15 years ago.

In recent years, for the purpose of over-all improvement of teacher's competency, junior teachers' colleges have set up summer divisions and night divisions to admit elementary school teachers for further education.

(4). *Qualification Examination*

At present elementary teachers recruits are sufficient to meet the need, and the qualification examination for elementary school teachers is suspended.

The secondary school teacher qualification examination is divided into two stages: written examination and oral examination. Only those who have passed the written examination are qualified to take the oral examination. Those passing the oral examination are granted teacher certification and then can be appointed as teachers. The written examination includes 10 subjects: 5 general subjects and 5 specialized subjects. All 10 subjects must be passed in three consecutive years.

(5). *Emphasis of Present Efforts:*

Good teaching is the prerequisite for good education. To meet the need of the new education program, further effort to develop teacher education will emphasize:

(A) Facilitating teaching: Teacher training institutions should add new teaching equipment in line with their development.

(B) Strengthening professional training: In order to boost the professional dedication of teachers, normal students are strictly selected. Training programs will place emphasis on life education and moral education so that every graduate from teachers' colleges will become a good teacher.

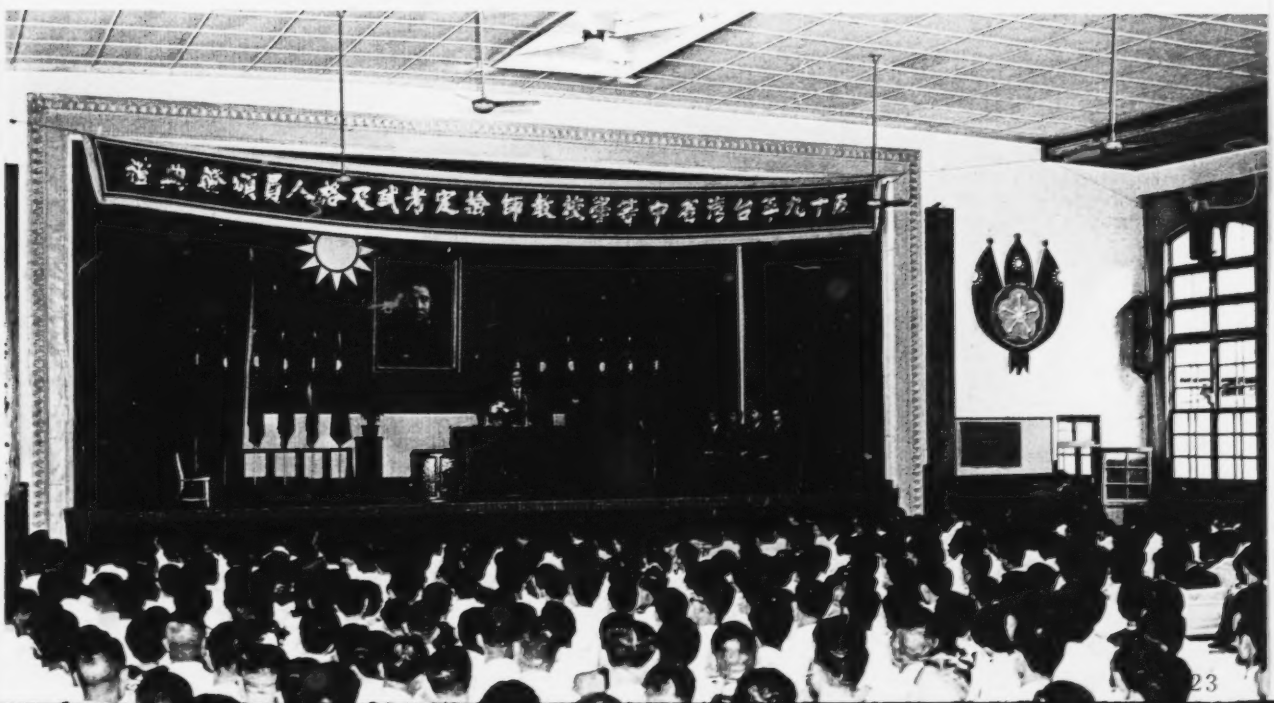
(C) Establishing a system for teachers' further studies: To upgrade the quality of teachers and to strengthen professional loyalty, a system for teachers' further studies is to be established. The proposed system will connect with in-service training so that teachers may earn their credits and be granted degrees.

Students of education practice on psychological testing.

Secondary school teachers take pre-service training.

Commissioner Pan congratulates and grants an achievement certificate to participants in pre-service training.

Ceremony presenting certificates of teacher's qualification to those who have passed the qualification examination.



SENIOR HIGH SCHOOL EDUCATION

(1). General Description

Before the 1968 school year during which the nine-year free education program was put into effect, secondary school consisted of two levels: senior high school and junior high school. Both could be consolidated as a complete high school or separated as a single school, i.e. senior high school or junior high school.

After that year, all county and city junior high schools were converted into public middle schools, and the provincial high schools—complete high schools—terminated their junior high departments and became senior high schools.

Private high schools were, hopefully, to be converted into senior high schools or senior vocational schools. If the private school is to remain a complete high school and continue to admit new entrants to its junior department, the curriculum and teaching practices of the junior department must conform to that of public middle schools.

(2). Quantitative Development

The development of senior high school will emphasize both quantity and quality so as to be a useful means of training high quality man power.

In 1970, figures for senior high school were as follows:

Principals of provincial Senior High Schools meet to discuss problems of educational reform.

Biology class in session

Chemistry class in session

Number of schools: 143, including 70 provincial schools and 73 private schools. Of the 71 private schools, two are senior high schools and the remainder are complete high schools.

Number of classes: 3,034. Provincial schools had 2,389 classes, whereas private schools had 645 classes.

Number of students: 137,512. Of them, 106,327 students attended provincial schools and 31,185 students attended private schools.

(3). Principal Measures Taken

Besides improving teaching facilities and upgrading the quality of teachers, the following measures were taken to improve teaching efficiency:

(A). Improvement of teaching methods: In this area steps taken may be summed up as follows: i) strengthening the organization and activities of teaching seminars in various subject areas in order to encourage teachers to improve teaching methods in their particular subjects, ii) appointing supervisors of the Provincial Department of Education and professors of Normal University and Teachers' Colleges as consultants to assist senior schools to improve teaching efficiency of various subjects; iii) strengthening audio-visual education in order to enable teachers to use audio-visual aids in teaching; iv) conducting teaching demonstration in various subjects.

(B). Strengthening of students' guidance services: i) setting up students' cumulative records for individual

guidance; ii) holding symposiums on juvenile problems; iii) strengthening guidance of the students, extracurricular life; and iv) giving students mental hygiene education.

C. Improvement of science teaching: i) supplementing equipment used in science teaching; ii) improving the proficiency of science teachers; iii) improving science textbooks, teaching material and teaching methods.

D. Assistance and supervision of teaching in public middle school: It was prescribed by the Provincial Department of Education that the outstanding teachers of senior high schools have to assist and supervise teaching in the public middle schools in their supervisory region. Emphasis of supervision has been placed on science teaching and industrial arts teaching. The province was divided into 7 supervisory regions and one senior high school was appointed to be responsible for supervision in each region.

(4). Points of Present Efforts

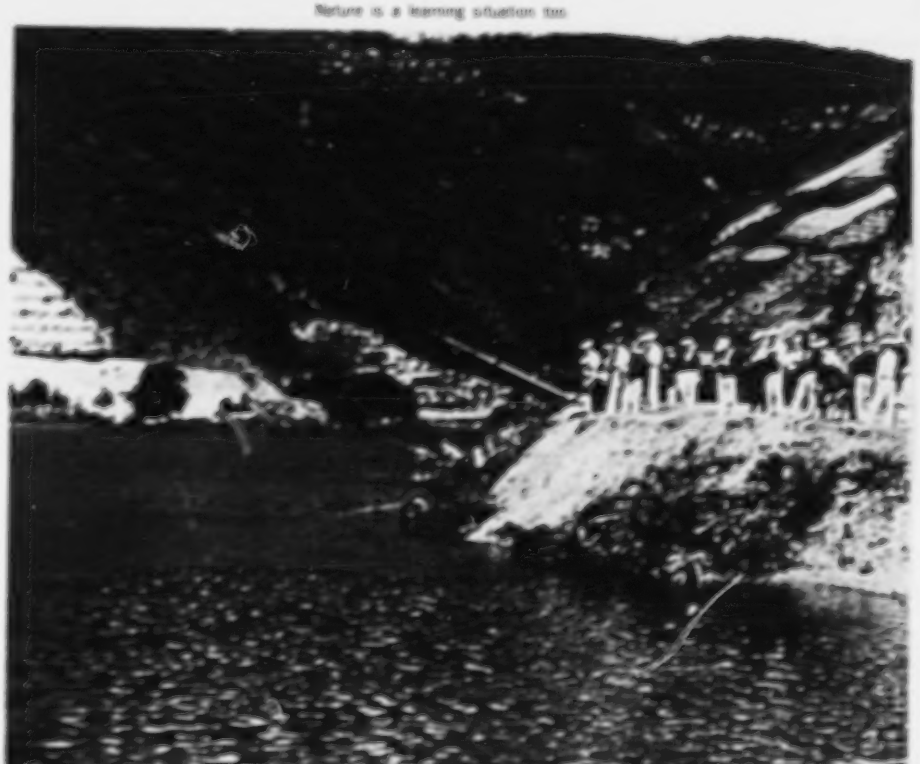
A Improvement of the senior high school examination.

B Equalization of the teaching of natural science and social science.

C Strengthening of language teaching.

D Improvement of the professional proficiency of teachers.

Nature is a learning situation too



Students' brass band

TECHNICAL AND VOCATIONAL EDUCATION

Three divisions of technical school: Mechanical (above), electronic (Middle), and aircraft maintainence (below).

(1) General Description

Vocational education in the province consists of six categories of schools, namely, agricultural, technical, commercial, fishery, nursing and midwifery, and home economics. In principle, vocational schools of each category are separate. In recent years, vocational schools composed of two categories have been founded in order to meet the needs of the local community.

(2) Quantitative Development

Development of vocational education is one of the major items in educational planning. In past years, quantitatively and qualitatively vocational schools have grown rapidly. However, rate of growth and development of vocational schools differed from category to category. Development of technical schools ranked first, fishery schools came next, agricultural schools declined somewhat and growth of schools of business, home-economics, and medical affairs was somewhat slow. During 1970 statistics relating to vocational schools were as follows:

There were 129 vocational schools throughout the province. 71 of them were public and 58 private. Total enrollment of vocational schools was 137,969 students; 137,925 of them enrolled in senior vocational schools and 44 enrolled in junior vocational schools.

(A) Agricultural schools: 11, all public. Student enrollment was 18,968, which were senior students.

(B) Technical schools: 20, including 11 public and 9 private. Total enrollment was 53,899 students including 53,855 senior students and 44 junior students.

(C) Commercial schools: 21, including 15 public and 6 private schools. Total enrollment was 49,985 students which were senior students.

Students of fishery vocational school practice fishery processing

Students of agricultural school learn how to operate agricultural machinery

Students of home economics learn embroidery

(5) Fishery schools: 5, all public, with an enrollment of 4,937 students which were the senior department.

(6) Medical affairs schools: 9, including 2 public and 7 private schools, with an enrollment of 4,299 students. All the students were senior.

(7) Home economic schools: 8 public schools. Total enrollment: 5,891 which is the senior department.

(8) Technical and business: 39, including 3 public and 36 private schools.

(9) Agricultural and technical: 16, all public schools.

In addition, some vocational departments have attached to 50 high schools. Of these schools, 11 were public and 39 private.

As shown in the above figures, enrollment in vocational schools was 137,925. This figure was more than that of senior high school students. It has been a great success since the new educational system started. Of course more effort is needed. By 1976 it should not be difficult to reach a ratio of 6 senior vocational school students to 4 senior high school students prescribed by the central government.

In the year of 1969, the ratio of the number of the vocational students of the various categories as compared with that planned by the central government was as follows:

Technical: to be developed from 30.36% to 40%.

Commercial: to be reduced from 40.70% to 36%.

Agricultural: to be reduced from 16.85% to 10%.

Fisheries: to be developed from 3.8% to 8%.

Medical Affairs: to be developed from 2.58% to 3%.

Home Economics: to be reduced from 5.71% to 3%.

(3) Principal Measures Taken

Measures taken to develop vocational education are as follows:

(A) Administration of vocational education by the provincial government. All County and the City vocational schools were taken over by the Provincial Government and converted into Senior Vocational Schools so as to facilitate development of qualitative aspects of the schools.

(B) Development of technical education: for the purpose of over-all development of technical education, it was planned to supplement the equipment of the technical schools and to expand their capacity during the three years beginning in 1971. Additionally, some of the vocational schools and senior high schools were authorized to set up technical departments and private individuals were encouraged to establish vocational schools.

(C) Development of fishery education: In recent years fishery schools have been expanded and have added new programs to admit more students. One of the fishery schools was converted into a junior college of marine in order to accelerate training of marine experts.

(D) Modification of agricultural education: As a result of industrial development and the change of social pattern, the rural population moved to the city so the graduates were beyond the demand of rural needs. An adjustment has been made since 1966 when there were 38 schools with 26,791 students. In 1970 there were 11 schools with 18,958 students. In 1971 some courses of agricultural industry are added in the three of the schools and 15 classes of agricultural study were decreased. To meet new trends in agricultural development, departments such as comprehensive agriculture and horticulture were to be retrenched and new departments such as agricultural machinery, farm product processing, animal husbandry, and veterinary were to be set up.

(E) Improvement of commercial education: in 1968, a pilot program of differential courses was initiated to improve commerical education. Four provincial commercial schools were appointed as pilot schools. They set up four departments, such as comprehensive commerce, accounting and statistics, secretarial work and management, and advertising design, and the students chose one of the departments according to their own interests. The program has been satisifactory and one additional school was designated as pilot school in 1969.

(F) Initiation of a pilot program of integrated reconstruction-education: The program is primarily to train junior technicians to meet the needs of the rapid development of industry in the province. The program admits students graduated from public middle schools or junior vocational schools for three years of training. Students of the program spend half of the training time in classroom studies and the other half in on-the-job training in the factory cooperating with the school. Students are free of all school fees and tuition and given allowances by the factory. Upon completion of the training, the students are granted senior vocational school diplomas and a certificate of technical training issued by the Technical Training Association.

(G) Medical affairs schools were to be developed in accordance with the ratio set forth by the central government. To regulate the development of schools of this category, a pharmacy school was founded in 1969. And home economic schools were to set up commerce departments in order to adjust the number of students enrolled in schools of this category.

Two divisions of technical training:

pottery (above) textile (below)

(4) Points of Present Efforts

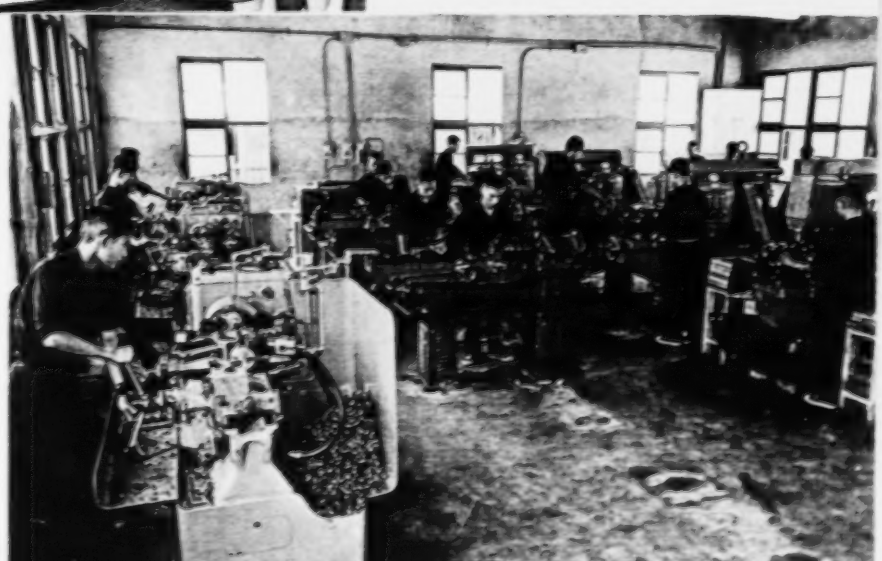
Further efforts will be made in the following aspects:

(A) To regulate vocational schools of the various categories: The development of vocational schools must be in accord with the needs of society. According to the policy of the present stage,emphasis is placed on the development of technical and fisherys schools, the improvement of agricultural and commercial schools, and the strengthening of medical affairs schools and home economic schools.

(B) To expand the integrated reconstruction-education program: After one year of experimentation, the program was found satisfactory. It has many merits. For example, students can learn practical skills as they participate in the production line, the factory has energetic young workers, parents can save educational expenses, and with the cooperation of the production establishments the school can minimize its financial burden for workshop facilities. In view of the advantages of the program, it has been decided to expand the program to additional three schools in 1970.

(C) To promote technical training: To meet the needs of society, to make better use of teachers, and the facilities of the vocational schools, new programs of skill training are to be offered. Throughout the province there are 72 schools and social education institutions offer 50 training programs. In view of the effectiveness of these training programs, it has been decided to expand them in order to admit more trainees.

Students of nursing schools in practical training



Vocational students in the workshop

FREE MIDDLE SCHOOL EDUCATION

(1) *General Description:*

The public middle school is a new type of school resulting from the operation of the nine-year universal free education program. According to Article 2 of the law enacting nine-year universal free education, "universal free eudcation is divided into two stages. The first six-year is designated public elementary school education and the last three-years public middle school education."

The aim of the public middle school is to provide a continuation of basic elementary education; that is, further education with emphasis on vocational and technical training in addition to the basic subjects of cultural cultivation.

The public middle school is established according to school district, that is, one district has one school. Public middle schools admit all elementary school graduates in the district. Students are all tuition free, other school charges prescribed by law shall be waived for students from poor families, and scholarship are set up for students with outstanding records. Students in mountain areas and the off-shore islands are provided with free textbooks.

(2). *Quantitative Development:*

Public middle schools were developed quantitatively in accordance with the first three-year plan. Statistics are as follows:

(A) Division of school districts and establishment of schools:

1968: The province was divided into 429 school districts and 143 new schools were set up in addition to 275 public middle schools converted from local junior high schools and vocational schools. 10 private junior high schools were also converted.

1969: School districts were re-divided and resulted in 26 new school districts and the set-up of 26 additional new schools.

1970: It is planned to re-divide the school districts and to add 33 new school districts and to establish 33 new schools.

When the three-year plan is completed, the province has 488 school districts and 488 public middle schools. In three years the number of newly-established public middle schools will have amounted to 203.

(B). Attendance of public middle schools:

1968: There were 4,018 first year classes with an enrollment of 219,744 first-year students.

1969: The number of the second and third year classes rose to 7,950 with an enrollment of 418,298 first-year students.

1970: It is planned to set up 12,478 classes with an estimated enrollment of 656,214 students of three grades. 100,000 students are increased per year as compared with the enrollment of the junior high schools three years ago.

A newly-built public middle school in a remote mountain village in Taitung County.

Exchange of teaching experience and improvement of teaching methods. Above: Deputy Commissioner Lin presided over a seminar on teaching methods.

Exhibition of teaching effect of elective vocational subjects.

(C). Rate of attendance:

According to plans, attendance rate should have been 71% in 1968, 78% in 1969, and 83% in 1970.

But the actual rate of attendance in 1968 was 71.05%; As compared with the attendance rate of junior high schools in 1967, attendance rate increased by 12%.

Attendance rate in 1969 was 73.71%, an increase of 2% as compared with that of the previous year.

Efforts were made to increase the attendance rate in 1970. It was 76.94%. 3.23% was increased as compared with that of the previous year.

(3). *Principal Measures Taken:*

The principal measures taken to improve public middle schools may be summed up as follows:

(A). Improvemeut of competency of teachers and administrators:

① Pre-service training for teachers: newly-appointed public middle school teachers other than graduates from normal university, teacher college, or colleges of education, or from ordinary universities with 16 credits in educational courses have to receive, before being formally appointed, pre-service training amounting to 16 credits in educational profession

The number of teachers trained in 1968 was 2,071; in 1969 3,804; and in 1970 3,271.

② Training for public middle school principals: To ensure the success of the new educational program, operational procedures for selection and appointment of public middle school principals have been set forth. The selected candidates must have satisfactorily completed pre-service training to become qualified candidates for principal. The number of trainees was 199 in 1968 and 70 in 1969.

③ Training for local educational administrators: To meet the needs of the implementation of the new educational program, the education divisions of local governments were re-organized and expanded to the status of a bureau. Supervisors and section-chiefs of education bureau must be selected, trained, and appointed in accordance with prescribed procedures. 102 candidates for supervisors and section-chiefs have been trained.

(B). Construction of school buildings: For the purpose of improving school building to meet the educational requirements, the Cheng-Kung University was entrusted with drawing up the design of the new school buildings of public middle schools. The number of school buildings constructed is shown as follows:

1968: 2,596 classrooms and 1,240 other constructions, such as special classrooms, reading rooms, offices, kitchens, and water-closets, were constructed for 394 schools.

1969: 2,064 classrooms and 1,320 other units, such as industrial art workshops, special classrooms, reading rooms offices, kitchens, and water-closets, were constructed; in addition, 25 students' dormitories were built.

1970: 402 new schools, 2,262 additional classrooms and 1,233 industrial art workshops and special classrooms were built.

(C). Equalization of teaching facilities in all middle schools: In view of the inadequate facilities of the public middle schools converted from previous local junior high schools, efforts were made to improve their facilities in order to raise them to an even, high level.

① Subsidies were given to 227 converted public middle schools for construction of industrial art workshops.

② Subsidies were given to 202 newly-established public middle schools for purchase of equipment for industrial art education laboratories and libraries.

③ Subsidies were given to 120 converted public middle schools for purchase of additional

Public middle school employs closed circuit TV for teaching.

equipment for science teaching.

④ Subsidies were given to 53 converted public middle schools and 28 public middle schools in mountain areas and off-shore island areas for construction of lodging for teachers with dependents.

⑤ Subsidies were given to 61 public middle schools for construction of lodgings for bachelor teachers.

(D) Curriculum standards and textbooks: Public middle school curriculum standards were promulgated by the Ministry of Education. One of the features of the new curricula is to include guidance programsand elective vocational subjects. It marks the difference in the functions of the public middle school as compared to the previous junior high school.

Textbooks were compiled by the National Institute of Compilation and Translation.

(E) Grouping of classes and teaching: In view of the individual differences among the students, it is prescribed that students may be grouped into classes on the basis of their learning capacity and teachers may adapt the textbook to meet the learning standards and quality of achievement of his class.

(4). *Points of Present Efforts*:

Further efforts will be made in the following aspects:

(A). To formulate a second phase three-year plan: The new plan will aim at improvement of teaching practice and raising of quality of teachers in

Industrial arts workshop.

order to reach the goals of the universal free education program.

(B). To raise the rate of attendance: It was 71.05% in 1968, 73.71% in 1969, and 76.94% in 1970. It is planned to set up scholarships and loans to encourage the attendance of students from poor families, to conduct a school lunch progrom and to construct students' dormitories in order to facilitate the attendance of students in remote areas whose homes are far away from school.

(C). To upgrade the competency of teachers: To formulate a long-term plan of training teachers and strengthening pre-service and in-service training.

(D). To supplement school facilities: School buildings, teaching equipment, and other accommodations need to be added to in order to increase teaching effeciency.

(E). To make plans of further education or employment for public middle school graduates: There will be a great number of public middle school graduates after 1971. In 1971 all the graduates for the first time received both educational and vocational guidance with a view to reaching their desire that the day they graduated was the day they could get into profession. Since then there would be more such practices for the future graduates for their suitable profession with the assistance from the concerned agencies.

Guidance activities counselling

Guidance activities calling on parents

Plant cultivation: one of the elective subjects in vocational training

ELEMENTARY EDUCATION

(1). General Description

Before 1968 elementary education was 6-year compulsory eduction, but now it is the first 6-year schooling of nine-year universal free education.

Elementary education admits children from the age of 6 to 12. Children at the age of six must attend elementary school. Education at this level is free for all. Those children from poor families and those living in mountain areas or the off-shore islands are provided with free textbooks. Those who are much older than school age and have not yet received elementary education must take the free educational program for illiterates. The program is conducted by social education institutions.

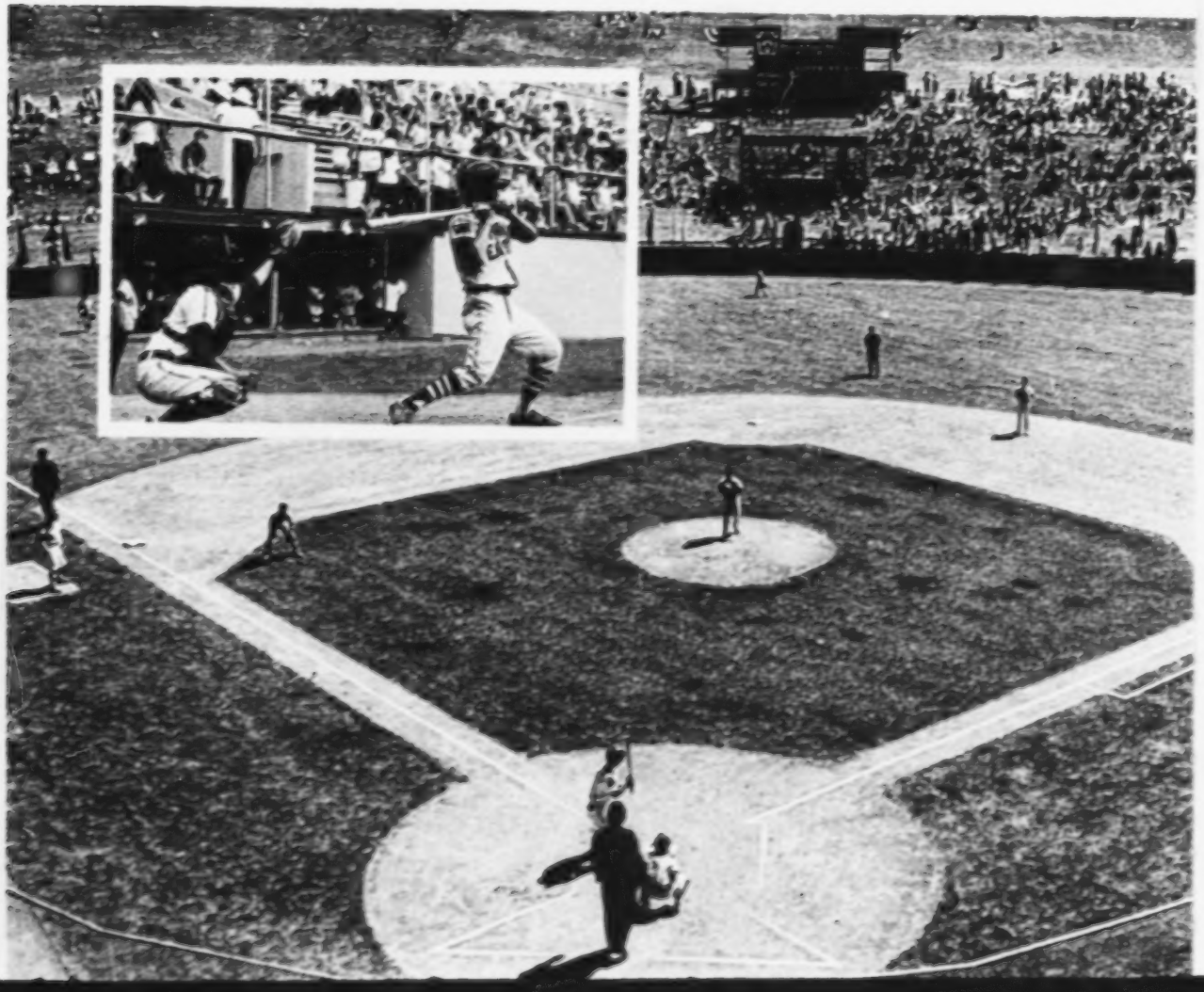
Elementary education has developed substantially. The attendance rate for school age children reached 97.9 percent in 1970.

Elementary education emphasizes life education, character build-up, training for physical and mental health, and the teaching of basic knowledge and skills so as to enable children to enter public middle school.

(2). Quantitative Development

Quantitatively, elementary education has developed rapidly. Statistics for the 1970 school year are as follows:

Number of schools: 2,176 including 7 provincial elementary schools, 1,961 county



Science teaching in an elementary school

Students in a handicraft classroom

and city elementary schools, 195 county elementary schools in the mountain areas, and 13 private schools.

Number of teachers: 52,161. Among them 31,288 are male and 20,873 female.

Number of staff: 895.

Number of students: 2,165,645, boys are 1,117,777 and girls 1,047,868.

(3). *Measures Taken for Improvement*:

Elementary education is the basis of overall

The "Giants" of the Republic of China won the baseball championship of the world at Williamsport, U.S.A., in 1971

Teaching music.

educational reform. In order to improve elementary education to meet the operation of the 9-year universal free education program, the Provincial Department of Education has formulated points of emphasis and has taken measures for the improvement of elementary education. The principal measures are as follows:

(A) Construction of classrooms: Up to 1969 an additional 29,291 classrooms had been completed so as to eliminate the two-shift system above the third grade throughout the province.

(B) Upgrading the competence of teachers: As shown in the 1969 statistics, the educational background of elementary school teachers is classified as below:

Normal colleges: 1,813 about 3.5%
Ordinary colleges: 1,165 about 2.3%
Normal schools: 33,193 about 65.4%
Senior high school: 9,848 about 17.3%
Junior high school: 3,129 about 6.1%
Others: 1,757 about 3.4%

(C) Improvement of the curriculum and teaching materials: Elementary school curricula were revised in accordance with the initiation of 9-year universal free education. Textbooks of the various subjects have been re-edited and re-compiled.

(D) Improvement of teaching methods: Teaching methods have been considerably improved during past years. Supervision of teaching has been strengthened and teachers encouraged to make and to use audio-visual aids.

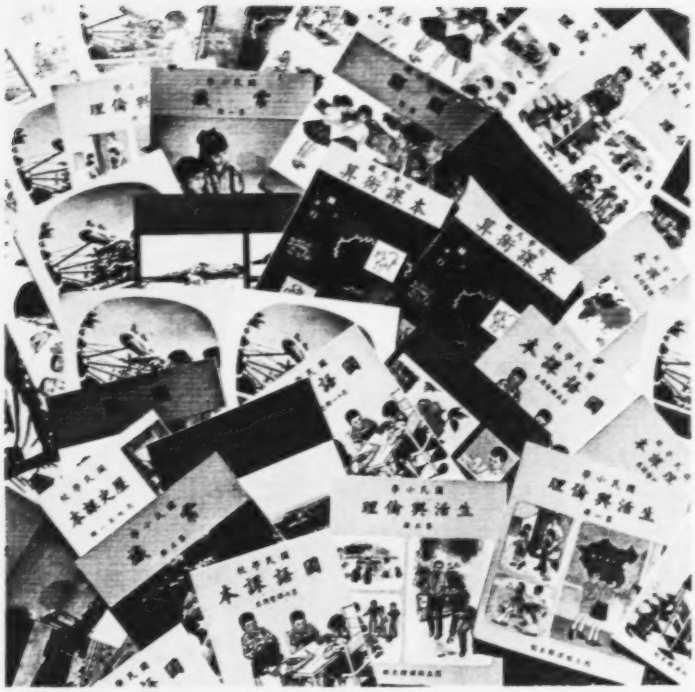
(E) Other actions: To enrich the contents of elementary education, the Provincial Department of Education undertook a program of publishing free children's books and distributing them to schools for supplementary reading and began a pilot program of intergrating the blind children with children of normal vision in one elementary school. In addition, the selection and appointment of elementary school principals, chief teachers, and teachers have been improved.

(4). *Points of Present Efforts*

Further efforts will be made to improve educational effectiveness.

(A) To supplement teaching equipment: To supplement equipment used in science teaching and

Commissioner Pan talks with a blind child in an elementary school under the pilot integrated program.



Elementary school textbooks.

audio-visual aids.

(B) To eliminate the two-shift system in the first and the second grade: an additional 4,467 classrooms are to be constructed so as to eliminate the two-shift system in the lower grades.

(C) To reduce class size: in order to increase teaching effectiveness, the number of students in one class is to be reduced from 60 to 50.

(D) To establish small schools: To facilitate school administration, it is planned to establish small schools in size.

(E) To develop exceptional education: in oder to raise the rate of elementary school attendance, exceptional education is to be developed. A pilot program for mentally retarded children has been conducted on an experimental basis in some of the counties in the province. Schools for physically handicapped children will be expanded and schools for language handicapped children are to be set up.

Provincial Elementary Education Supervisory Team showed the grade teachers how to teach new teaching materials.

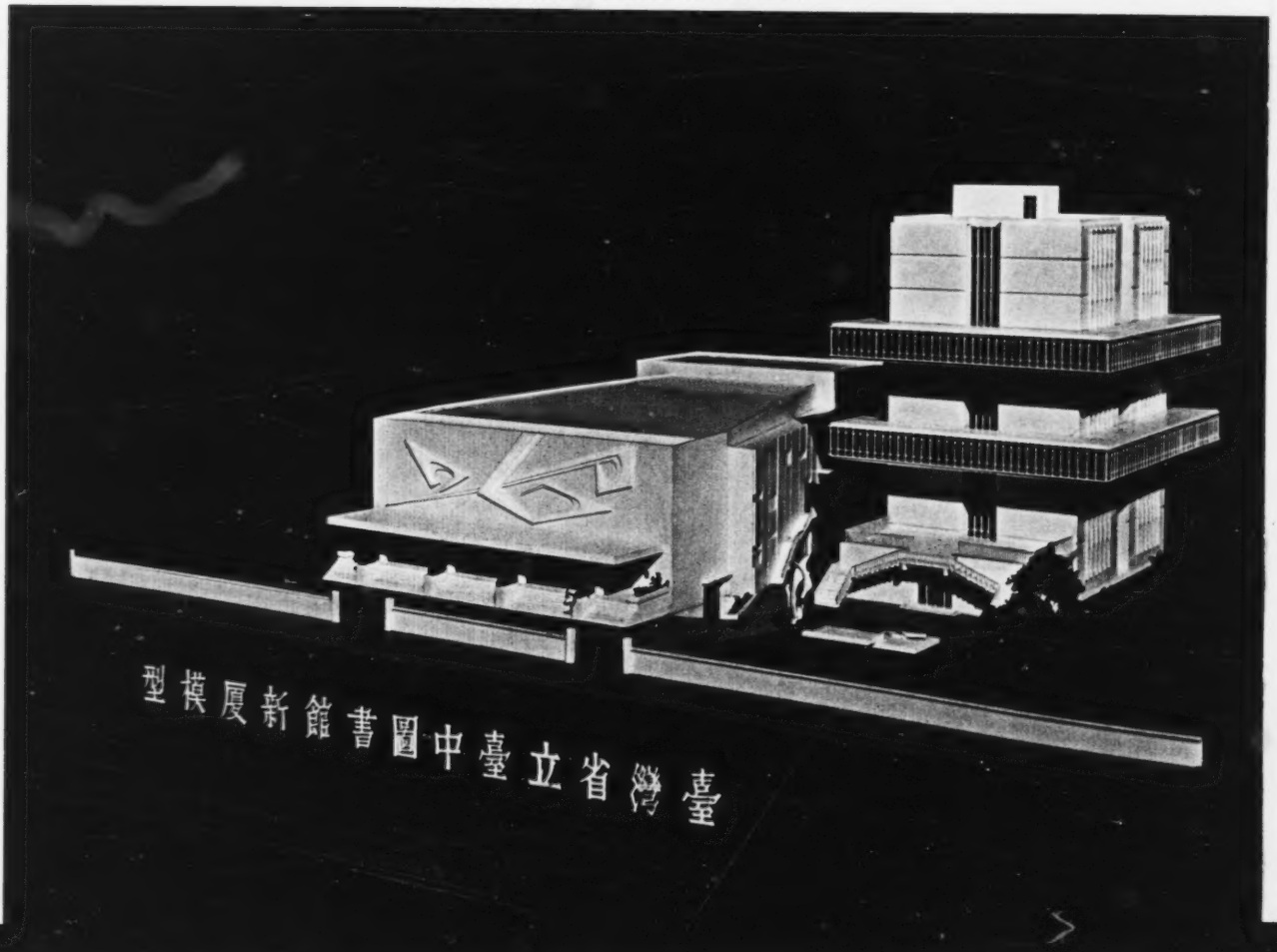
SOCIAL EDUCATION

Programs of social education in the province can be classified into five categories, namely, educational programs in general, supplementary education programs, art education programs, rehabilitation education programs, and physical education programs.

(1). Educational Programs in General

Institutions conducting social education programs include public libraries, museums, and social education centers. Three agencies contribute a great deal to the advancement of the people's knowledge. (A) Libraries: There are 29 libraries throughout the province. Of them two are provincial and the remaining are administered either by the local governments or by private agencies. In order to meet needs in the development of social education, the two provincial libraries have been re-contructed and expanded. The Taipei Provincial Library has a capacity of 1,500 persons, the new Taichung Library is a ten-story modern building. It has an auditorium accommodating 2,500 persons, exhibition

A model of the ten-story Provincial Taichung Library.



hall, an art gallery, and a cultural activity center, in addition to a variety of reading rooms.

(B) Museums: In the province there are two museums, one in Taipei City and the other in Chia-yi County.

(C) Social education centers: There are 4 provincial centers and 4 city and county centers. The centers conduct a variety of programs such as citizenship programs, vocational training programs, adult education programs, etc.

(2) *Supplementary Education*

Supplementary education includes extension schools, short-term training classes, and programs for the education of the illiterate.

(A) Extension schools: extension schools can be divided into two types: academic and vocational. Both are divided into intermediate and senior divisions. The former corresponds to junior high school and the latter to senior high school.

In 1970 there were 136 extension schools with a total enrollment of 69,653 students. The number of academic schools was 38 and the number of students was 12,699, whereas the number of vocational schools was 98 and the number of students was 56,954.

(B) Short-term training classes: short-term training programs were mainly training in practical skills and languages, for example, sewing, abacus, and foreign languages.

In 1970 there were 952 short-term training institutions with a total enrollment of 34,014 students.

(C) Education of the illiterate: The program primarily aims at providing educational opportunities for those citizens who have never attended elementary school. In 1970 throughout the province there were 23 institutions conducting programs for a total of 825 illiterate students.

Exhibitions to strengthen teaching of social studies are frequently staged.

(3) *Art Education*

Art education includes music, fine arts, theatre, and folk dance. The Provincial Symphony Orchestra is the principal agency responsible for promotion of social education in music. Provincial music contests and a variety of music education activities are held annually.

(4) *Rehabilitation Education*

Rehabilitation education includes education for the blind, the mute, and the physically handicapped.

In the Province there are one school for the blind, two schools for the mute, and one school for the physically handicapped. The blind school consists of three divisions, that is, elementary division, junior vocational division, and senior vocational division. The school enrolled 107 students in 1970. Since the integrated program for blind children has been in operation, 818 blind children have been enrolled in elementary schools. The mute school consists of the pre-school division, elementary division, junior vocational division, senior vocational division, and adult education division. The two mute schools admitted 1,299 students for 102 classes. A school for the physically handicapped was founded in 1968 and set up two divisions-elementary and junior vocational. Enrollment in 1970 was 131 students. It is planned to add a senior vocational division.

(5) *Physical Education for All*

For the purpose of promoting physical education for all citizens, the Provincial Department of Education formulated an operational plan for promotion of physical education at school and in community.

Promotion of physical education in school: The Provincial Department of Education has enforced supervision in teaching physical education, conducted teaching demonstration meetings, compiled teacher's guides, administered physical fitness tests to students, and improved the proficiency of physical education teachers.

Promotion of physical education in the community: Plans have been made to construct or improve the stadiums in county, city, town, and village. Physical Education Associations at all levels are encouraged to conduct a variety of athletic contests. Secondary school students' athletic meetings and provincial athletic meetings are held annually.

One scene from a local classic play.

Folk dance

Provincial athletic meeting

Education for handicapped children

STUDENTS' MILITARY TRAINING

Military training is part of the senior high school and college curricula. Military training aims at imparting basic military knowledge to students, strengthening their physique, nourishing their spirit of sacrifice and fortitude, and forming good habits of daily life, so as to achieve the traditional ideal of integrating scholastic learning with martial arts.

(I) *Development of Students' Military Training*

Military training was initiated in 1951 as a pilot program for provincial normal schools and expanded to all senior high schools in 1953 and to all universities and colleges in 1954. Military training, then managed by the Chinese Youth Corps, was taken over in 1960 by educational authorities. The Ministry of Education set up a Department of Military Training to take charge of military training in schools of all levels, and the Provincial Department of Education also set up a Military Training Office to facilitate affairs in this regard. The number of students receiving military training in past years is shown in the table below:

Number of students receiving miliatry training by year

Year	College students		Senior high school students
	At school	At base	
1951			6,241
1952			6,350
1953			43,344
1954	13,670		48,363
1955	18,174		57,943
1956	22,606		69,500
1957	25,619		81,642
1958	27,938		90,709
1959	29,770		102,153
1960	35,060	3,259	107,701
1961	38,403	4,399	115,228
1962	44,314	5,216	125,173
1963	51,707	5,559	131,862
1964	55,321	6,701	168,502
1965	85,346	17,597	205,944
1966	113,923	19,590	229,007
1967	116,053	19,907	204,980
1968	161,220	19,572	229,270
1969	184,215	17,981	235,544

High school students at rifle practice

(2). *Contents of Military Training*:

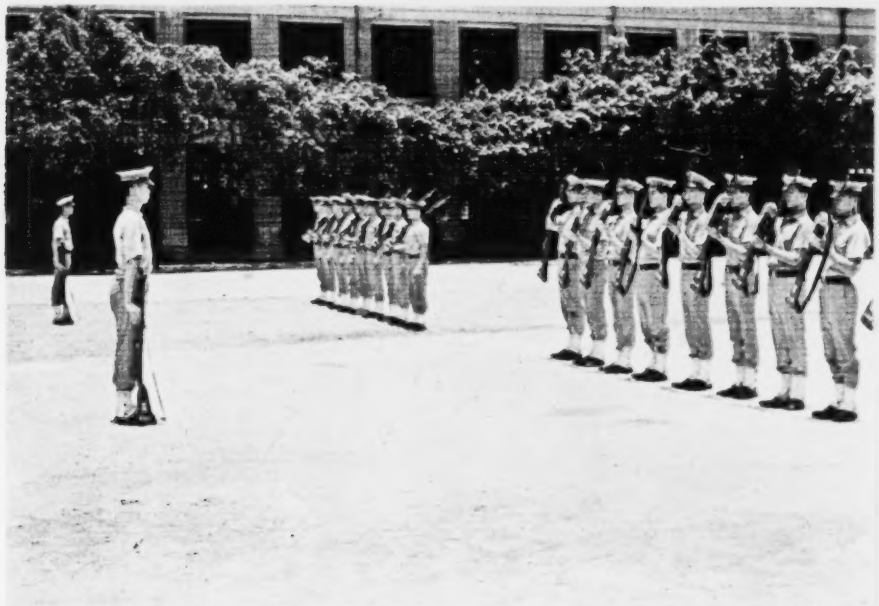
Students' military training includes military drill and knowledge, life education and disciplines, and other activities related to military training.

(A) Military drill and knowledge: Senior high school students receive military training at school, 2 hours a week throughout three years of schooling. Courses of training for boys include military knowledge, basic training, weapons drill, and march drill. Courses of training for girls include basic knowledge and techniques of nursing in addition to basic military knowledge.

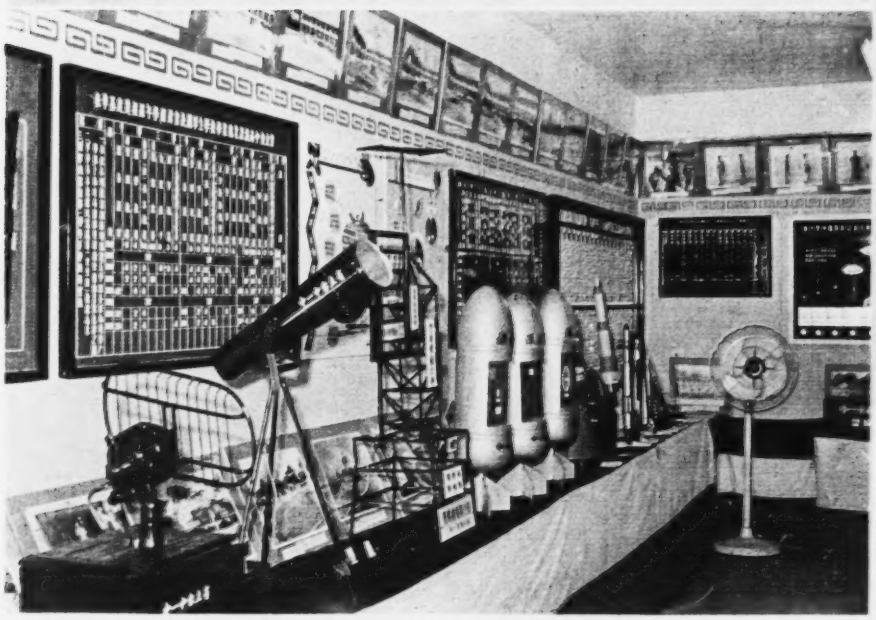
Military training at the collegiate level consists of two parts—the regular training program at school and the training program at army bases. Training at school is conducted during the freshman and the sophomore years, 2 hours a week. Courses on national defense are offered to boys and on nursing to girls. New entrants of universities and colleges and third year students of the 5-year junior colleges are given basic training at army bases during winter and summer vacations. Basic training of recruits is entrusted to the Ministry of National Defense.

First aid is an important part of military training for girls.

Moving the wounded.



Basic military training.



Exhibition of achievements in students' military training.

(B) Life education and discipline: Life education and discipline at the senior high school level consists of two major programs—intracurricular and extracurricular. The intracurricular program emphasizes formation of good habits and observation of propriety. Neatness and cleanliness contests are held regularly. The extracurricular program gives guidance to students when they are out of the school, particularly to those students who hold commutation tickets and travel to attend school daily.

At the collegiate level, military instructors are appointed as proctors, one proctor for each dormitory. Da students are given guidance through other activities and military class sessions.

(C) Military drill: In addition to summer and winter camp activities sponsored by the Chinese Youth Corps, a variety of activites related to training are held regularly:

① Marching manoeuvres: For senior high school students marching manoeuvres are held annually. A school or region is designated as a marching unit. All marching units meet at the destination.

The manoeuvre includes air-raid drills, gas-raid drills, nursing drills, etc.

② Military parades: On the occasion of a school anniversary or of a celebration, military parades are held.

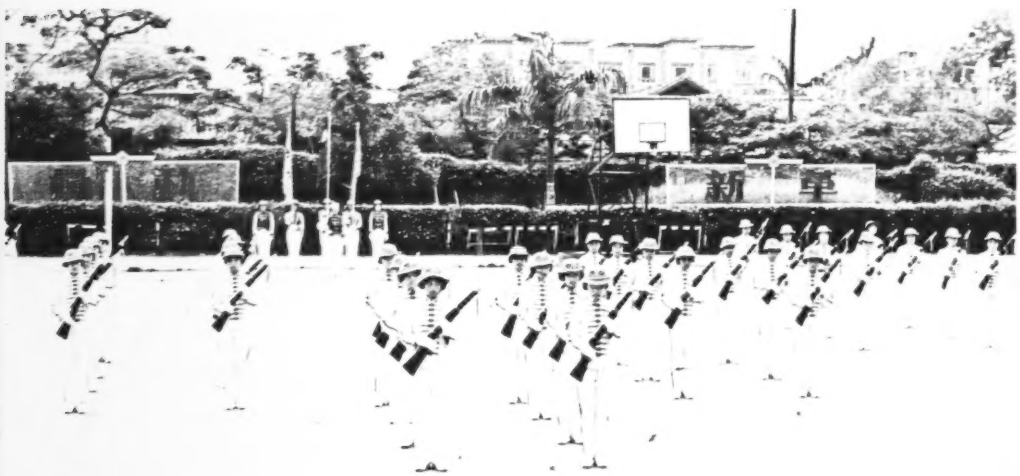
③ Riflery contests: Senior high schools and 5-year junior colleges take turns annually in shooting matches, The matches are divided into three stages—preliminary, semifinal, and final. The preliminary contest is sponsored by the school, the semi-final is at the county and city level, and the final at the provincial level.

④ Teaching demonstrations: Military training teaching demonstration meetings are conducted regularly in order to improve training. methods.

(3). *Points of Further Efforts*:

Points of further efforts can be summed up as follows:

A. To upgrade the quality of military instructors.
B. To supplement training equipment.
C. To enforce discipline and life education.



Students' honor guards drill.

Students' parade in the street.

EDUCATIONAL RECONSTRUCTION FUND

13. Educational Reconstruction Fund

In 1960 the Provincial Government raised a fund to the amount of 30 million Taiwan dollars for educational reconstruction in the province. A committee was then established to administer the fund and to formulate programs for utilization of the fund.

For the maximum use of the fund the circulating system was adopted. Schools of the various educational levels in the province may make a request to the Committee for a loan whenever the school needs additional school buildings or improvement of teaching facilities and is capable of raising funds to match the loan. The loan is returned in installments with low interest. Requests for loans are processed twice a year. Each school may make request to borrow up to one million Taiwan dollars for each loan plan. New requests for loan may be accepted only after repayment of the previous principal.

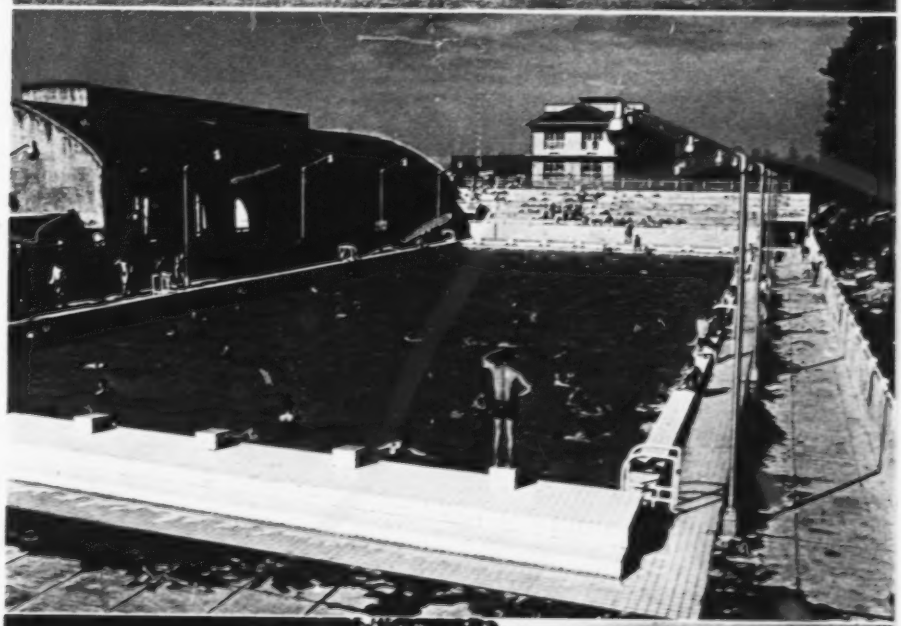
During the period of 1960-1970, loans to schools plus the sum of matching funds amounted to N.T. $602,020,007 million. 740 benefited schools include 272 provincial schools, 368 county schools and 100 private schools. The major items of school facilities acquired through the use of the educational reconstruction fund are given below:

(1) 3,108 classrooms
(2) 1,167 special classrooms
(3) 43 auditoriums
(4) 27 gyms
(5) 29 libraries (a total of 126 rooms)
(6) 61 office buildings (a total of 415 rooms)
(7) 166 teachers' lodgings (a total of 1,342 apartments)
(8) 15 student centers
(9) 4 swimming pools
(10) 34 other construction projects
(11) More than seven thousand pieces of equipment

Hereafter, all kinds of loans will be made concentratively in accordance with present educational policy and needs of all levels of schools in order to make them more effective.

The newly completed library of the private Chung Yuan College of Science and Engineering built with a loan from the Educational Reconstruction Fund.

The classrooms of the private Fu-zen High School built under the loan program of the Educational Reconstruction Fund.



The swimming pool of the Provincial Hsinchu Senior High School constructed under the loan program.

The gym of Kang-hua Public Middle School built with a loan from the Educational Reconstruction Fund.

SPECIAL FUND FOR EDUCATION

The Committee on the Special Fund for Education was established in 1949 by re-organizing the Administrative Committee on Education Properties.

(1). Sources of Fund

The fund was raised in the following ways:

A. The properties taken over from the former Committee on Education Properties included rice-fields donated by public-spirited citizens for development of education in the Ching Dynasty.

B. The assets donated by people who were concerned about education.

C. Other donations specified for the fund.

Utilization of property can be described in the following three ways:

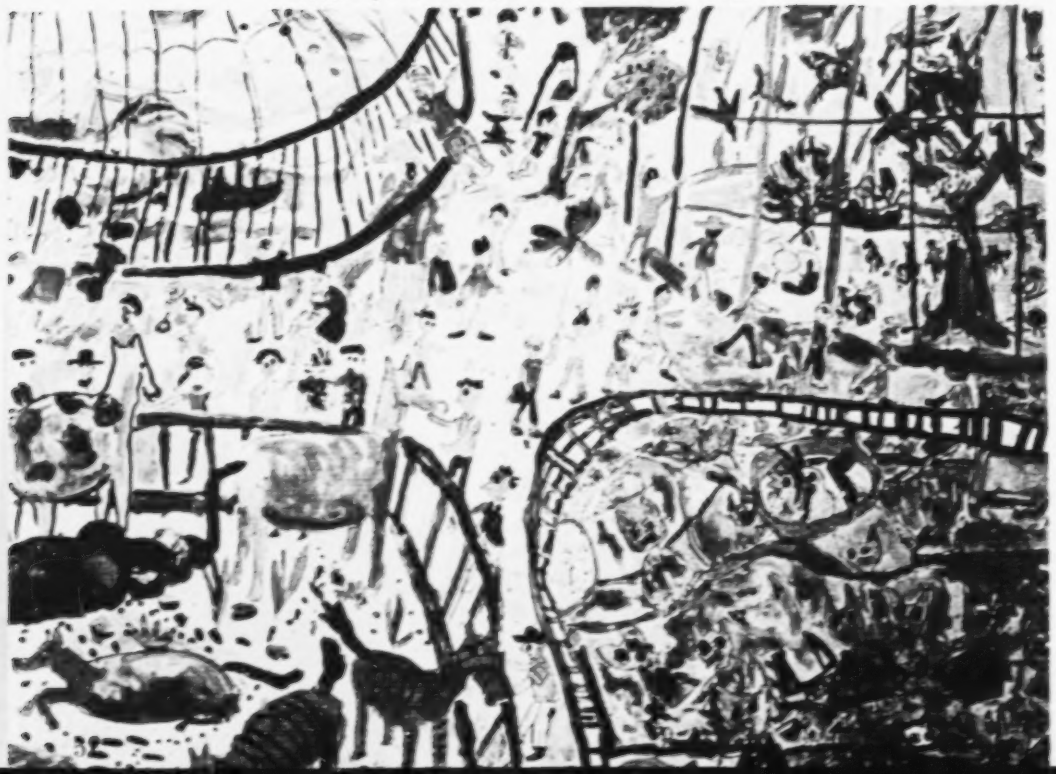
i) Houses: Houses are entrusted to the Taiwan Education Association for rental.

ii) Land: Lands are entrusted to the Provincial Land Administration Bureau for rental through city and county governments.

iii) Securities: Profits from securities are administered by the Committee.

Annual income accruing from these properties amounts to a sum of 4.2 million Taiwan dollars.

Art work by an elementary school pupil with artistic aptitude.



Performance in violin by elementary school children with musical aptitude

(2). *Utilization of the Fund*

Annual income of the special fund for education is used for incentives and subsidies.

Incentives and grants are given to:

A. students from poor families with outstanding academic achievements,

B. senior teachers with distinguished service.

C. outstanding educational administrators for advanced studies abroad,

D. educational personnel for further studies abroad,

E. finance guidance programs for students with exceptional ability in music, fine arts, and athletics;

Subsidies are given to:

A. various cultural and educational activities,

B. scholarly institutions for co-operative research programs,

C. arts and athletic activities.

The special fund, for education though not a very large amount, has been functioning very successfully and effectively under the careful planning of the Committee. For example, since 1967, financial aid has been given to a junior teachers' college and local government for study of children with exceptional ability. The program has made a substantial contribution to the development of education for the gifted. And since 1968, the program of grants to research in education has contributed to a closer relationship between administrative agencies and scholarly institutions.

HEALTH EDUCATION

During the immediate postwar years, schools in Taiwan were poorly equipped with health facilities and suffered badly from a shortage of health workers. School children had defects in their physique and poor health habits. In 1950, the Provincial Department of Education working in collaboration with the Provincial Department of Health appointed some experts to train school health workers. They visited schools throughout the province to remedy the defects and give the school children guidance on forming health habits. In 1955 the Committee on Health Education was formally established to take charge of health education all over the province. In 1964 it was re-organized as the Commission on School Health Education in Taiwan Province, which supervises health education in schools at all levels. The major programs in this regard are as follows:

(I). Strengthening of School Health Education

In order to strengthen health education and the cultivation of students' health habits, the Commission has strengthened school health education in the following ways:

(A). Training of health teachers: In 1955, Taiwan Normal University set up a Department of Health Education for training school health teachers. All the junior teachers' colleges offer a required course "School Health Education" so that all elementary school teachers have a better understanding of the school health. In addition, in-service training centers for elementary school teachers added two required courses—school health education and nutrition—to the training curriculum. Other short-term training courses to meet practical needs were conducted directly by the Commission.

(B). Provision of teaching materials: The Commission compiled teaching materials and teacher's guides, edited a monthly journal and other publications, and made movie films and slides for improvement of health teaching.

(C). Cultivation of health habits: In addition to providing a guidance service in health to students, health inspection is conducted daily in the morning before class begins.

Water supply newly installed with a subsidy from PDE

School children have their lunch at school under the school lunch program.

(2). *Health Service to Teachers and Students*

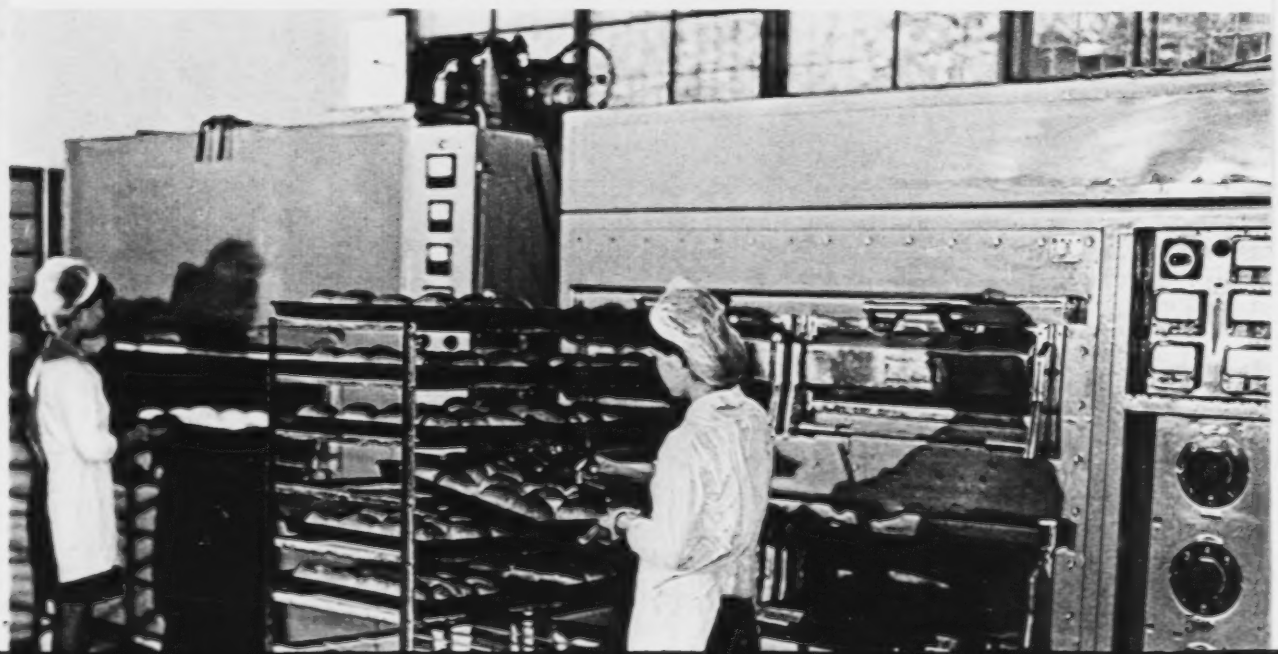
Medical examination is conducted regularly for both teachers and students. Prevention of infectious disease and medical cure are provided. All the junior teachers' colleges have well-equipped health centers and the public middle schools and elementary schools have a health room.

A 5-year program of dental health for school children was put into operation in 1969. It was planned to set up, with UNICEF assistance, 560 dental health demonstration centers in elementary schools to give free dental service to school children.

(3). *Improvement of School Environmental Sanitation*

To improve school environmental sanitation, standards for school health facilities have been set forth and reference materials have been disseminated to schools for improvement of health education practices. The Department of Education has made grants to schools for improvment of facilities in this regard. For example, improvement of 532 schools' water supplies, construction of 1,254 modern water closets, and improvement of classroom illumination.

School kitchen prepares lunch for students.



(4) *School Lunch Program*

The school lunch program was initiated in 1964. It was conducted in 503 elementary schools in mountain areas, fishery regions, and the mining areas, with 256,740 beneficiaries. In 1970 the program was expanded to cover public middle schools in mountain areas, mining areas, fishery regions, schools for exceptional education, and the attached elementary schools of the junior teachers' colleges. In 1971 this program was expanded to farther areas.

X-Ray for the teaching staff and dependencies

Children have their dental examination at the demonstration center.

TEACHERS' WELFARE SYSTEM

Teachers have enjoyed lofty social standing but lived a hard life. The government, on the one hand, has tried every way to raise teachers' salary and, on the other hand, set up in 1959 a special fund for teachers' welfare in order to improve their living conditions under the principle of mutual assistance.

Teachers' Hostel at Sun Moon Lake

(1). **Organization of the Committee on Teachers' Welfare Fund**

The Committee is composed of 87 to 93 members with the Commissioner of Education as the chairman of the Committee. Committee members are nominated in the following manners:

A. 42 representatives of the principals of the secondary and the elementary schools in the province.

B. 20 representatives of the Parents' Associations of the secondary and the elementary schools.

C. 25 to 32 members nominated by the chairman of the Committee include the chiefs of the concerned Divisions of the Provincial Department of Education, directors of the County and the City Educational Bureau, and community leaders interested in the advancement of education.

(2). **Sources of Welfare Fund**

The teachers' welfare fund is raised from the following sources:

A. Donation by the Parents' Associations of one-fifth of their membership fees.

B. Free donations by students.

C. An annual grant from the Special Education Fund.

D. Donations by public-spirited citizens and business establishments.

(3). **Programs of Welfare**

The Committee conducted a variety of programs. The following are the major ones:

A. Emergency aid.

B. Emergency loans.

C. Awards to teachers retired from active service.

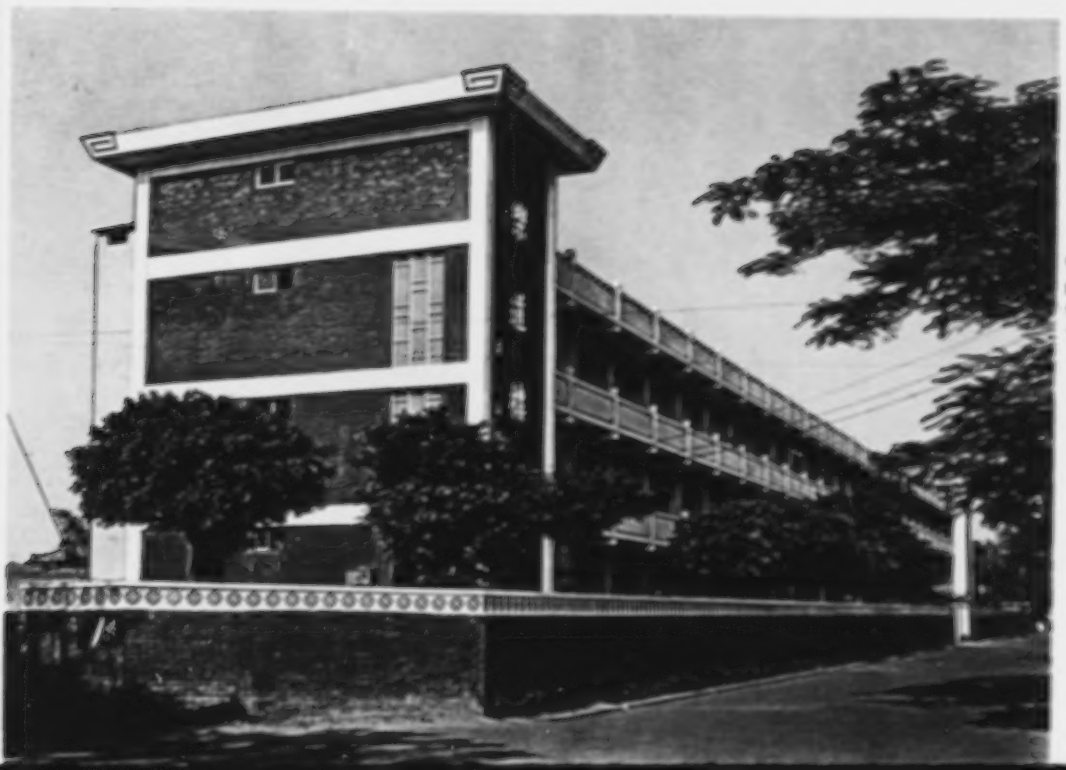
D. Interest-free loans to teachers who have children attending college.

E. Scholarships to teacher's children who attend normal college or normal school.

F. Interest-free loans to elementary school teachers who have been admitted to special training programs for teachers at junior teachers' colleges.

G. Financial aid to elementary school teachers who are attending summer schools at junior teachers' colleges.

H. Grants to educational personnel who make observation tours abroad.



One of teachers' housing projects aided by a loan from the Teachers' Welfare Fund

Teachers' recreation activities during winter vacation.

I. Construction of teachers' hostels and subsidies to construction of city and county teachers' hostels.
J. Financing teachers' housing projects.
K. Grants for publication of books on educational topics.
L. Conducting seminars on teaching.
M. Conducting athletic and recreational activities.
N. Subsidies to public middle schools and elementary schools in the remote areas for purchase of TV sets.
O. Editing and distributing a monthly journal.

The policy of teachers' welfare is to help teachers live a happier life, encourage teachers to take further studies and provide teachers with activities that benifit their bodies and minds.

CONCLUSION

Education in the province of Taiwan is operated in accordance with the highest guiding principles —Dr. Sun Yat-sen's Three Principles of People. Therefore, educational practice is chiefly to enable the students to become dutiful children at home, responsible members of society, disciplined citizens of the country, and defenders of righteousness and justice in the world.

On the basis of educational development in the province, it can be concluded that children and youngsters who try to do their best for a better future will obtain for themselves an good education and achieve their goal.

Provincial Museum

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